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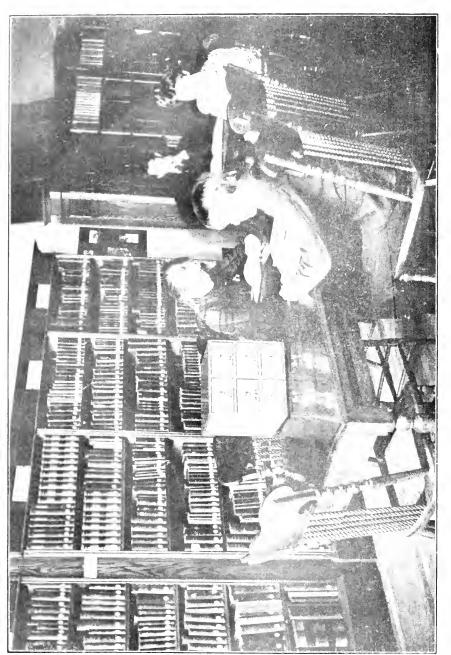
State Superintendent.

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Corner of High School Library, Sheboygan, H. F. Leverenz, Superintendent.

LIST OF BOOKS

FOR

HIGH SCHOOL LIBRARIES

OF THE

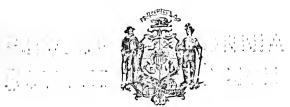
STATE OF WISCONSIN.

ISSUED BY THE STATE SUPERINTENDENT,

L. D. Harry 5

COMPILED, CLASSIFIED, AND ANNOTATED BY THE LIBRARIAN ANNE H. MCNEIL.

NOVEMBER, 1902.



MADISON

Democrat Printing Comeany, State Printer
1902

N. B.—To secure prompt attention, all correspondence relating to library matters other than the ordering of books, should be addressed to the State Superintendent.

11 (37)

LIST OF BOOKS FOR HIGH SCHOOLS.

The following list contains what are believed to be the most representative and best books for High School libraries. Only such books have been placed on the list as are believed to be of interest and value to average high school pupils. The list is necessarily large so as to cover different interests, lines of reading, and courses of study, as well as to meet the local conditions which govern largely the selection of books. Books which are especially for elder pupils or suitable especially for younger ones are indicated in the notes.

In general it is best to choose books that are certain to be within the capacity of the greater number of pupils. It is better to err on the side of selecting books that are too simple, than that of selecting those which will be of very little service because they are too difficult. Make the selection so as to cover as wide a range of subjects as possible and furnish books for all classes.

Books which are marked # should not be purchased until the reference library is of fairly good size. In some cases books so marked are expensive, and in others they are not so necessary to a working library as other books on the list.

ARRANGEMENT AND CLASSIFICATION OF BOOKS.

The books on this list have been arranged by subject and classified according to a simple scheme of classification taken from that prepared by C. A. Cutter. This scheme is the same that was used in the library section of the High School meetings, held during the winter of 1901 and 1902.

Schools that have not classified their libraries can do so very easily by labeling the books on the back and placing this classification on the label. The upper line of the classification refers to the subject of the book. The lower line is taken from the "Cutter decimal author table," a scheme which gives to each work its own exclusive book number, so contrived that the books stand on the shelves alphabeted by authors, under each subject.

AUTHOR AND TITLE CARD INDEX.

A complete *title card index* to the books in the library may be made by obtaining duplicate copies of this list, cutting out the entries, mounting them on catalog cards, and arranging the eards in alphabetical order by title.

An author card index may be made in the same manner by mounting another copy of these entries adding the author's name, inverted, on the top line of the eard, and arranging the cards in alphabetical order by author.

These two indexes may be kept separately or arranged together in one alphabetical order by first lines.

GRADING.

The books have not been graded for each year, for what a pupil wants to read depends upon what he has read, what he is interested in, and the work the teacher does with him, rather than upon the number of years he has attended school.

NOTES ON BOOKS.

The notes on the books are made from the standpoint of the teacher, and to aid the teacher in directing the reading of the pupils. The educational and ethical values are pointed out, and the things which are apt to interest pupils are indicated.

ORDERING AND SHIPPING.

1. This list and the Township List constitute the High School list for 1902, and books selected for high schools in cities of the fourth class should not be selected from any other lists. Special

notice is called to that portion of the law which provides that all books purchased with the library funds *must* be selected from the list prepared by the State Superintendent. Though this list is intended primarily for High Schools coming under the township Library Law, all High Schools in the state will find it valuable.

- 2. Des Forges & Co., Milwaukee, Wis., will furnish the books this year, and will supply them at the prices given in the second column in this list. They will make no charges for boxing and cartage.
- 3. Make out all orders on regular order blanks which are furnished by the State Superintendent. The blanks furnished this year contain space for ordering books as second choice. Experience has shown that it is better not to make a second choice. Order the books wanted and Des Forges & Co. will furnish them as ordered. In case any books are shipped which are not ordered, it will be due to a mistake of the shipping clerk. Such books should be promptly returned to Des Forges & Co., at their expense, and their attention called to the error. They will correct the mistake promptly without further expense to the party ordering.
- 4. Give all directions for shipping carefully and plainly; the city for which the books are ordered, the line of railway, or by what express company shipment is to be made. Carelessness in these matters is sure to cause much trouble and unnecessary delay in getting books.
- 5. According to law the books may be purchased any time between the first days of May and September, but it is better to buy as early as possible so that classes about to be graduated may have the use of the books before leaving school, and it is desirable to have the books on hand at the beginning of the school year.
- 6. Charge freight, express, postage and exchange to the library fund.
 - 7. Keep a duplicate of the order, and see that the books re-

ceived are those described in this list. It is illegal to purchase with the library fund books or editions not included in these lists.

- 8. Each superintendent should have this list of books on file in his own office and one in the school library.
- 9. Labels, order blanks, a blank book for keeping the clerk's record of the books, and blank loan record books for the use of librarians will be furnished by the State Superintendent upon application of the city or village clerk, or secretary of the school board.

School officers, town clerks, and teachers may procure single volumes or a few copies by adding ten per cent, of the list price (to cover postage) to the prices given in the second column.

In the preparation of this list, valuable assistance has been given by high school principals and by normal school and university professors, whose acquaintance with and experience in the use of reference books render their opinions valuable. Their cheerful response to requests for suggestions and criticisms is gratefully acknowledged.

L. D. Harvey,

State Superintendent.

ABBREVIATIONS.

Anon.	Anonymous	\bullet	octavo
arr.	arranged	pt.	part
Bost.	Boston	por.	portraits
bds.	boards	pseud.	pseudonym
capt.	captain	pub.	publisher
Chic.	Chicago.	Q	quarto
cl.	cloth	rev.	revised
col.	collection	$^{\circ}$ S	16 mo.
co.	company	Ser.	series.
comp.	compiler.	S. A.	South America
c.	copyright	sq.	square
D	duodecimo	T	24 mo.
ed.	editor, edition.	trans.	translated, tra: slator
enl.	enlarged	Tt	32 mo.
\mathbf{F}	folio	U. S.	United States
Fe	48 mo.	v., vol.	volume.
il.	illustrated	1 1	numbers inclosed refer to
jr.	junior		numbers in High School
lib.	library		list of 1900.
lit.	literature		to and including
N. Y.	New York		matter omitted.
N. A.	North America	##	books so marked should not
n. d.	no date of publication		be purchased by the smal-
obl.	oblong		ler libraries.
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LIST OF BOOKS FOR HIGH SCHOOL LIBRARIES.

ETHICS, MITHOLOGY AND FOLK-LORE.		
В		Price to
A 14 pr	-	schools.
1. Principles of logic Herbert Austin Aikius. N. Y., Henry Holt & Co., 1902. 489 p. D. cl	\$1.50	\$1.35
A good elementary reference book in logic for the use of teachers	•	
В		
B 63 su		
2. [701.] Successward: a young man's book for young men. Edward Bok. N. Y., Doubleday & McClure Co., 1899. 182 p. T. el	. 50	.33
Contents: A correct knowledge of himself; What, really, is success? The young man in business; His social life and amuse ments; in matters of dress; His religious life, etc.		
В		
B 87 a		
3. Age of chivalry. Thomas Bulfinch. N. Y., Thomas Y. Crowell & Co., c1901. 329 p. D. cl	. 60	.40
These tales give excellent pictures of the manners and customs of the age of chivalry.	;	
В		
B 87 ag		
4. Age of fable: or, Beauties of mythology. Thomas Bulfinch. N. Y., Thomas Y. Crowell & Co., n. d. 460 p. D. cl	. 60	.40
For reference: Stories of pagan mythology for the reader of English literature who wishes to comprehend the allusions so fre- quently made by public speakers, essayists and poets. Many pupils will enjoy these stories for library reading.		
в .		
B 87 le		
 Legends of Charlemagne: or, The romance of the Mid- dle ages. Thomas Bulfinch. N. Y., Thomas Y. Crowell & Co., e1901. 271 p. D. cl	. 60	.40
This volume will acquaint its readers with the subjects of the works of the great poets of Italy. Valuable for reference in the study of literature.		

В List Price to price, schools. F 54 my 6. [314.] Myths and Myth Makers. John Fiske. Bost., Houghton, Mifflin & Co., 1895. 251 p. il. D. cl. 2.00 1.28 Explains the origin and gives something of the history and development of myths. This book may be used as a book of essays by the literature class В G 25 el 7. Classic myths in English literature. Charles Mills Gayley, ed. Bost., Ginn & Co., 1902. 540 p. D. el. 1.50 1.28 Based chiefly on Bultinch's "Age of Fable." A systematized presentation and interpretation of the myths that have most influenced English literature, В C 92 le 8. Legends of Switzerland, Helene A. Guerber, N. Y., Dodd, Mead & Co., 1899. 310 p. il. D. el...... 1.50 .98 These legends will enable the reader to gain a clearer insight into the life and thoughts of the Swiss people. An excellent book for library reading. 1: G 93 lm 9. 1317.] Legends of the middle ages narrated with special reference to literature and art. H. A. Guerber. N. Y., American Book Company, 1896. 340 p. 1.50 - 1.28il. D. cl. In the three foregoing volumes Miss Guerber has given us in a complete and entertaining way the most noted myths and legends. B G 93 1r 10. Legends of the Rhine. Héléne A. Guerber. N. Y., A. S. Barnes & Co., c1895. 350 p. il. D. Ed. 4. cl. 1.50 1.35 "This book is intended as a contribution to the study of Folklore, and as a Legendary Guide to the Rhine. The tales have been gathered from many sources, and while all the Rhine traditions are not recorded here, the principal ones have been given." Preface. Excellent for library reading, В G 93 mg 11. [315.] Myths of Greece and Rome, H. A. Guerber. N. Y., American Book Company, 1893. 428 p. il.

В G 93 mu	List P	
12. [316.] Myths of Northern lands. H. A. Guerber. N. Y., American Book Company, 1895. 319 p. il. D. cl		1.28
In the three foregoing volumes the author has given in a complete and entertaining way the most noted myths and legends.	,	
В		
M 31 fe		
13. 705. Few thoughts for a young man. Horace Mann. Bost., Lee & Shepard. 91 p. T. cl		.18
Helpful suggestions for good living by a great man,		
В		
M 33 su		
14. [703.] Success: a book of ideals, helps, and examples for all desiring to make the most of life. Orison Swett Marden. Bosten, W. A. Wilde & Co., 1897. 347 p. al. D. ci.	1.25	. 75
The book is filled with suggestive material, fresh living truths inspiration, and encouragement, $% \left(1\right) =\left(1\right) +\left(1\right) +\left$		
В		
M 92 on		
15. [706.] On the threshold. Theodore T. Munger. Bost., Houghton Mifflin & Co., 1898. 246 p. D. cl.	1.00	. 65
Some of the main principles that enter into life as it is now opening before young men in this country. Some of the subjects are, purpose, friends, manners, thrift, self-reliance, health, reading, amusements, purity, and faith.		
В		
W 72 wh		
16. [702.] What shall our boys do for a living? C. F. Wingate. N. Y., Doubleday & McClure Co., 1898. 287 p. D. cl	1.00	. 65
A practical and suggestive book.		

CHURCH HISTORY.

D List Price to price, schools.

#17. Reformation. George P. Fisher. N. Y., Charles
Scribner's Sons, 1902, 620 p. D. cl. 2,50 1,64

 Λ brief account of the origin and nature, and the principal facts and characters of the Reformation.

Contents: Introduction: The general character of the reformation: Rise of the papal heirarchy and its decline through the centralization of nations: Special causes and omens of an ecclesiastical revolution prior to the sixteenth century; Luther and the German reformation to the diet of Augsburg, 1530; German reformation to the peace of Augsburg; Zwingle and the Swiss (German) reformation: Reformation in the Scandinavian kingdoms, in the Slavonic nations, and in Hungary; John Calvin and the Genevan reformation: Reformation in France; Reformation in the Netherlands: Reformation in England and Scotland: Reformation in Italy and Spain; the counter-reformation in the Roman Catholic church; Struggle of protestantism in the seventeenth century; Protestant theology; Constitution of the protestant churches and their relation to the civil authority; Relation of protestantism to culture and civilization.

BIOGRAPHY.

Grouping great events around the lives of great men who may become real persons to the pupils is one of the best ways to teach history. That a man lived and died at a certain time is not so important as what kind of a man he was, what he did, and what great events he took part in. The pupils are in the youth time of life, and the heroes who fire their imagination will often become their ideals of all that is noble and good.

E Ad 1 ad

1.25 .82

A simple, direct narration, in detail, of the life of a man who lived during a critical period of the United States history.

Contents: Birth and education, 1/11; early fife, 12/41; Massachusetts legislature, 42/49; "Boston whig," 50/80; Free soil party, 81/91; ebb of the tide, 92/101; ante bellium congress, 103/116; awakening, 117/146; proclamation of belligerency, 117/177; Seward's foreign war panacea, 178/199; treaty of Paris, 200/209;

List Price to price. schools.

Trent affair, 210-239; bout with the premier, 210-260; cotton famine, 261-277; crisis of recognition, 278-290; emancipation proclamation, 291-305; Alabama and the "Laird rams," 306-344; years of fruition, 345-376; Geneva arbitraton, 377-397; closing years, 398-402.

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Ad 12 mo

19. John Adams. John T. Morse, Jr. Bost., Houghton, Mifflin & Co., 1889. 337 p. D. (American statesmen series.) cl......

1.25 .82

Portions of the biography will be valuable for reference work on the history of the Revolutionary period.

Contents: Youth, 1-16; at the bar, 17-49; first congress, 50-81; second session of congress, 82-103; independence, 104-129; after independence, 130-146; first foreign mission, 147-155; second foreign mission, 156-197; treaty of peace, 198-240; vice-presidency, 241-264; presidency, 255-310; breaking up, 311-330.

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Ad 13 mo

20. John Quincy Adams. John T. Morse, Jr. Bost., Houghton, Miffiin & Co., 1886. 315 p. D. (American Statesmen ser.) Ed. 11. cl....... 1.25

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Contents: Youth and diplomacy, 1-101; secretary of state and president, 102-225; house of representatives, 226-309.

References: Impressment of American seamen, 43-46; treaty of Ghent, 77-98; Monroe doctrine, 130-37; suppression of slave trade, 136-40; slavery, 226-309; "Gag" rule, 251-52, 261-62, 306-308.

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Ad 14 ho

1.25 .82

An interesting account of the most important events in Mr. Adam's career. Valuable for reference in studying the pre-revolutionary period.

Contents: Youth and his surroundings, 1-20; pre-revolutionary struggle, 21-32; writs of assistance, 33-45; Massachusetts assembly, 46-61; parliamentary representation and the Massachusetts resolves, 62-77; stamp act before England, 78-89; true sentiments of America, 90-108; arrival of the troops, 109-125; recall of Bernard, 126-144; non-importation agreements, 145-159; Sam Adams regiments, 160-182; controversy as to royal instructions, 183-195; committee of correspondence, 196-206; controversy as to parliamentary authority, 207-219; Hutchinson letters, 220-242; teaparty, 243-256; Hutchinson and the tories, 257-288; preparations for the first congress, 289-312; Lexington, 313-331; declaration of independence, 332-350; character and service of Samuel Adams, 351-375; closing years, 376-417; town meeting today, 418-431.

E Ag 1 ho 22. [265.] Louis Agassiz, his life and work. Charles Frederick Holder. N. Y., G. P. Putnam's Sons, 1893. 327 p. il. D. (Leaders in science ser.) cl.	rice.	Price to schools.
The boy who is interested in science will enjoy this book.		
E Al I ch 23. [266.] Louise M. Alcott: life, letters and journals. Ed. by E. D. Cheney. Bost., Little, Brown & Co., 1898. D. cl.	1.50	98 0
Will interest the pupils who have read her books.		
E 7 Al 2 be 24. Story of King Alfred. Walter Besant. N. Y., D. Appleton & Co., 1901. 187 p. il. S. cl. (Lib. of useful stories ser.)	. 93	5 .31
A short, well written life of King Alfred. Contents: Author's design: Authorities: Genealogy of Alfred and his descendants: England in the ninth century; Childhood and education; Alfred's wars: Alfred in religion; Alfred as law-giver; Alfred as educator: Alfred as writer; Summary of the reign; Death of the king.		
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Al 2 hu 25. Alfred the Great. Thomas Hughes, Bost., Houghton, Mifflin & Co., n. d. 324 p. D. cl	1 0	65 .
The life of a typical English king whose life and times are of most absorbing interest. The Saxon king is a true representative of the nation in contrast to Casar, so nearly his contemporary, whose aim was to weld together all nations and tribes in one lifeless empire under his own sceptre. Valuable for reference in history and literature and a good book for the biography class in library reading.		
ı:		
A15 h 26. [267.] Ethan Allen: the Robin Head of Vermont. Henry Hall. N. Y., D. Appleton & Co., 1892. 207 p. D. cl.	1.0	0 .65
Λ good biography of one of our heroes, whose life is apt to interest young people		

E	List	Price to
B 13 ch	price.	schools.
27. Bacon. Richard W. Church. N. Y., Harper & Bros., 1902. 214 p. (English men of letters series.) D. cl.		5 .49
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B 14 r		
28. [268.] Thomas Hart Benton. Theodore Roosevelt. Bost., Houghton, Mifflin & Co., 1889. 372 p. D. (American statesmen ser.) cl	1.2	5 .82
Life of Benton, showing the part he took in public affairs.		
s		
1541		
29. [269.] Prince Bismarck. Charles Lowe. Bost., Little, Brown & Co., 1899. 245 p. por. D. cl	1.00	65
For older pupils.		
3 54 ро		
30. Conversations with Prince Bismarck. Heinrich von Poschinger. English ed., cd. with an introduction by Sidney Whitman. N. Y., Harper & Bros., 1900. 299 p. por. D. cl.	1.50	.98
For reference in history, Contents: Chancellor in the Franco German war; Further con- tersations and interviews; Bismarck and his master; Bismarck on solitics: Commerce and colonies; Bismarck and his fellow- corkers; In lighter vein.		
3 64 ab		
31. Daniel Boone: pioneer of Kentucky. John S. C. Abbott. N. Y., Dodd, Mead & Co., e1900. 331 p. D.		
el	. 75	. 67
The life of Boone is full of dramatic situations, and will appeal of the boy or girl who enjoys a story of adventure. An excellent ook for library reading and for reference in the study of colonial istory.		
Contents: Discovery and settlement of America; Trials of the colonists; Louisiana, and its eventful history; Camp life be- and the Alleghanies; Indian warfare; Sufferings of the pioneers; life in the wilderness; Captivity and flight; Victories and defeats; critish allies; Kentucky as a state; Adventures romantic and peri-		

E	List	Price to
B 69 bo	price	schools.
32. Goethe and Schiller: their lives and works including a commentary on Goethe's Faust. Hjalmar II. Boyesen. N. Y. C: Scribner's Sons, 1991. 42 i p. D. Ed. 9. cl.	2.00	1.30
Excellent for use of advanced German classes. The book contains many notes and observations on the works of both authors,		
E Translation		
B 79 ho 33. [271.] Phillips Brooks. M. A. DeWolfe Howe. Bost., Small, Maynard & Co., 1899, 120 p. por. T. (Beacon biographies.) cl.	. 75	. 67
E		
B 81 ch 34. [272.] John Brown. Joseph Edgar Chamberlain. Bost., Small. Maynard & Co., 1899. 138 p. por. T. (Beacon biographies.) cl	. 75	. 67
E		
B 93 sh 35. Robert Burns. Principal Shairp. N. Y., Harper & Bros., 1900, 205 p. (English men of letters series.) D. cl.	. 75	. 49
E		
B 94 me		
36. [273.] Aaron Burr. Henry Childs Merwin. Bost., Small, Maynard & Co., 1899. 150 p. por. T. (Beacon biographies.) ct	. 75	. 67
The Beacon biographies are short, well written and most interest-		
ing.		
E		
C 11 ab 37. Julius Caesar. Jacob Abbott. N. Y., Harper & Bros., 1901. 278 p. il. S. ci	. 50	
This life of Caesar will be interesting for the biography class in library reading. Contents: Marius and Sylla, 13-31; Caesar's early years, 35-57; advancement to the consulship, 58-81; Conquest of Gaul, 82-106; Pompey, 107-128; crossing the Rubicon, 129-153; battle of Pharsalia, 154-170; flight and death of Pompey, 171-190; Caesar in Egypt, 193-212; Caesar imperator, 213-231; conspiracy, 235-251; assassination, 255-278.		

E List Price to price, schools.

1.50 .98

"In this volume I have tried to meet the wishes of the publishers, by explaining to those who are comparatively unfamiliar with classical antiquity the place which Casar occupies in the history of the world. He was not the founder, much less was he the organizer of the Roman Empire: yet his life marks a great change in European history. I have tried to show (and have done my best to express on the title page) what this change means, how it was in part the result of pro-existing tendencies, and was due in part to Casar's extraordinary force of will and intellect.

The tendencies of the age, and the growth of Casar's character, are the two leading themes of the book; and I have endeavoured to treat these as far as possible by the help of contemporary evidence, and chiefly of Casar's own writings and those of Cicero."—From

Author's Preface.

Contents: Birth, family and education; Boyhood during the civil war; Early life under the Sullan government; Quaestorship, and supremacy of Pompeius; Aedileship, and conspiracy of Catinia: Praetorship, and formation of triumvirate; Cesar's first consulship; befense of Transalpine Gaul; Lefeat of the Germans; Conquest of Northwestern Gaul; Conference at Lucca, and campaign in Brittany; Invasions of Germany and Britain; Gallic rebellions; Pacification of Gaul and outbreak of civil war; Civil war in Italy and Spain; Dyrrhachium and Pharsalus; Casar's last wars; Caesar's use of absolute power.

E 11 fr

39. Caesar: a sketch. James Anthony Froude. N. Y.,
 C: Scribner's Sons, 1900. 550 p. map. D. cl. 1.50 .98

A book of great value to the student of Roman history. Froude evokes a strong plea in favor of Cæsar and in a few words draws one of the best shorf pictures of Cicero, leading his readers to despise Cicero's weak character. The author's point of view is about the same as Mommsen's.

References: The Gracchi, 23-31; Jugurtha, 35-40; Marius, 41-45; Cimbri and Teutons, 46-51; revolution from republic to empire; 24-550; Sylla, 66-98; Cataline conspiracey, 147-61; Druids, 216-19; Helvetii, 221-31; Pompey in Spain, 400-13; conspiracies against Casar, 493-514; character of Cicero, 528-31; character of Casar, 532-50.

E C 12 ho

40. [275.] John C. Calhoun. Dr. Hermann von Holst.
Bost., Houghten. Mifflin & Co., 1899. 374 p. D.
cl. (American statesmen series.)

1.25 .82

The part played by Cathoun in the conflict between North and South puts him into the very first rank of the men who have acted

List Price to price, schools, on the political stage of the United States. From 1830 to the time of his death he was the very impersonation of the slavery question, Contents: Youth: House of representatives: Secretary of war: Vice-president: Senate: Slavery: Under Van Buren: Texas: Oregon and the Mexican war. Е C 19 ni 41. Thomas Carlyle, John Nichol, N. Y., Harper & Bros., 1901. 257 p. (English men of letters se-.49 ries.) D. cl. ы C 35 se 42. Samuel De Champlain. Henry Dwight Sedgwick, Jr. Bost., Houghton, Mifflin & Co., 1902. 126 p. (Riverside biographical series.) S. cl. 65 .58 Mr. Sedgwick writes of the great French explorer and colonizer with keen understanding of French life and character, and with abundant knowledge of the whole period of Champlain's career. He has, consequently, painted this knight of France with rare vividness, making his adventures, his statesmanship, his daring, and his prudence as clear to us as the qualities of men of our time. 10 C 39 wa 43. Chaucer: Adolphus William Ward. N. Y., Harper & Bros., 1901. 198 p. (English men of letters se-.75 . 19 Е C 42 ch 44. [280.] Frederick Douglas. Charles W. Chesnutt. Bost., Small, Maynard & Co., 1899. 111 p. por. .67 (Beacon biographies.) cl. Brief and interesting. Е C 46 ph 45. Story of Jesus Christ: an interpretation. Elizabeth Stuart Phelps. Bost., Houghton, Mifflin & Co., 1.25.82 1901. 413 p. D. cl. This remarkable book is not an ordinary biography, but as one of its critics describes it is the story of Jesus Christ told after the method of the novelist. It is not, therefore, fiction; rather is it a dramatic, passionate, enthusiastic setting forth of the facts and the spirit of the life of Jesus Christ with the imaginative truthfulness of a profound sympathy, and an uncommon literary power and grace.

E	Tint 1	Duigo to
C 57 fr	price. s	Price to schools.
46. Mill boy of the slashes: young folks' life of Henry Clay. John Frost. Bost., Lee & Shepard, e1887.		. 65
"Mr. Clay's history is the history of the legislation of the United States; and we have labored so to present it, that our young readers may be introduced to a portion of the annals of their country, which is not usually embraced in brief and compendious narratives. His personal history, particularly that of his early years is an incentive to labor and difigence; for what he accomplished was won with less educational advantages than most of our young readers possess."—Preface.	g - -	
E		
 47. [276.] Life of Henry Clay. Carl Schurz. Bost., Houghton, Mifflin & Co., 1888. 2 vols. 383; 424 p. D. (American statesmen series.) cl. each 		.82
The public life of a man who played an important part in our national history "not, indeed, as an originator of ideas and systems but as an arranger of measures, and as a leader of politica forces,"	,	
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C 72 ad		
48. Christopher Columbus: his life and his work. Charles Kendall Adams. N. Y., Dodd, Mead & Co., 1892. 261 p. por. D. cl	1.00	. 65
Е		
C 72 se		
49. [277.] Story of Columbus. Elizabeth Eggleston Seelye. Edward Eggleston, ed. N. Y., D. Appleton & Co., 1892. 303 p. il. D. cl	1.75	1.12
For the younger pupils.		
\mathbf{E}		
C 78 ra		
50. Peter Cooper. Rossiter W. Raymond. Bost., Houghton, Mifflin & Co., e1901. 109 p. (Riverside biographical series.) S. cl.	. 65	.58
Contents: Ancestry; Boyhood and youth; Business ventures; Inventions; Tom Thumb; Municipal affairs; Cooper Union for the advancement of science and art; National politics.		
E		
C 88 ha		
51. [278.] Oliver Cromwell. Frederick Harrison. N. Y., Macmillan Co 1888. 228 p. D. (Twelve Eng-	8.5	
lish statesmen series.) el	.75	.50

<u>E</u>	List I	
D 25 ho	price, s	chools.
52. [279.] Charles Darwin: his life and work. Charles Frederick Holder. N. Y., G. P. Putnam's Sons 1891. 279 p. il. D. (Leaders in science series.) cl		.98
An account of one of the greatest naturalists and his work. Will interest the boys. $ \\$	11	
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130. [305.] William Henry Seward. Thornton Kirkland Lothrop. Bost., Houghton, Mifflin & Co., 1898. 446 p. D. (American statesmen series.) cl.... 1.25 .82

In his relation to national affairs.

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160, [262.] Great captains. Incodore Ayranti Dodge Bost., Houghton, Millin & Co., 1898. 219 maps. O. cl),	00	١.

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A brief account of the most important events in the life career of these two notable spies.

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176. Makers of Florence: Dante Giotto, Savonarola, and their city. Mrs. Margaret W. Oliphant. N. Y., A. L. Burt, n. d. 436 p. il. D. cl.

The biographies in this volume touch upon and indicate many portions of the history of Plorence and incidentally trace, to some extent, the struggle which was always going on. The vivid, dramatic style of the book makes it an excellent one for the use of the advanced classes in Library reading.

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178. Makers of Venice: doges, conquerors, painters and men of letters. *Mrs.* Margaret W. Oliphant. N. Y., Macmillan Co., 1898. 410 p. il. D. cl..... 2.50 1.64

Contents: Orscoli; Micheli; Enrico Dandolo; Pietro Gradenigo; Dogos disgraced; Travellers: Nicolo, Matteo, and Marco Polo; Popular hero; Soldiers of fortune—Carmagnola; Bartolommeo Colleoni; Three early masters: Second generation; Tintoretto; Guest of Venice; Historians; Aldus and the Aldines.

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179. Heroes and martyrs of invention. George M. Towle. Bost., Lee & Shepard, c1890. 202 p. il. D. cl. 1.00 .65

Contents: Early inventors, 7-22; Laurence Coster, the discoverer of type-printing, 23–32; John Gutenberg, the inventor of the printing-press, 33–42; Palissy the potter, 43–51; William Lee, the inventor of the stocking-frame, 52–61; Builders of the Eddystone, 62-70; Inventors of cotton-machinery; Kay, Hargreaves, Arkwright, 71-83; Inventors of cotton machinery; Crompton, Cartwright, Whitney, 84–102; James Watt, the inventor of the steam engine, 103–112; Montgolfiers and the balloon, 113–122; Humphrey Davy and the safety lamp, 123–131; James Nasmyth—steam hammer, 132–140; George Stephenson, the inventor of the railway locomotive, 141–150; Robert Stephenson, the great bridge builder, 151–159; Robert Fulton and the steamboat, 160–169; Struggles of Charles Goodyear, 170–179; Elias Howe and the sewing machine, 180–189; Iron and its workers, 190–202.

HISTORY.

THE PURPOSE OF HISTORICAL INSTRUCTION IN SCHOOLS.

It is now generally agreed that the utility of history as a high school study arises chiefly from the training which the subject affords to the judgment, and secondarily, from the training of the perception, imagination and memory. "To prepare the child for judgments in actual life the materials must resemble as nearly as possible the conditions of actual life. Such materials are found in history and found there in greater degree than in any other subject." The value of historical instruction in preparing students for good and intelligent citizenship is obvious. Aside from the body of information acquired, the weighing of evidence, the comparative study of political systems of other countries and of other times, and the formation of judgments upon men and measures, constitute a training most useful to the future citizen. Dr. Arnold expressed the utility of instruction in history, civies, and economies in the schools very well when he said: "It is clear that in whatever it is our duty to act, these matters also it is our duty to study." The teacher will find a fuller discussion of this subject in the Report of the Committee of Seven, and in Hinsdale's How to Teach and Study History, chapters i and iv. The importance given to the judgment in historical training should increase with the higher grades; and the judgment itself can best be exercised when the pupil's perception, imagination, and memory supply him with the necessary data. It is hardly necessary to say that by the imagination, in this case, is meant the power of the pu pil to place himself in the attitude of the people of other times and of other countries.

It should not be the ideal of history teaching to furnish a bare outline of names and dates, a well proportioned set of pigeou holes to be filled up in after life. Such a process, however, attractive in theory, is not workable in fact; the names and dates come to have less than the value of algebraic symbols of unknown quantities. But it by no means follows that history can be taught without accurate knowledge of the most significant historical landmarks. These are means to an end, and should be so illuminated with concrete detail as to be held as vital elements rather than as a bare and dead weight on the memory. Institutions and men should be made real for the student by sufficient concrete and intelligible discussion of their essential characteristics. As a part of the training in judgment, and in the interest of mental economy, they should be taught to observe lines of causation, to distinguish between the enduring and the fleeting, between the essential and the non-essentials in history, and the important should be made clear, at whatever cost of time. To the objection that this mode of treating historical study as a training in judgment takes more time, the answer of the late Mary Sheldon Barnes is conclusive: "Good friend, it does; and it takes more time to solve a problem in arithmetic than to read its answer; and more time to read a play of Shakespeare than to read that Shakespeare was the greatest dramatist of all the ages; and more time finally to read the American constitution and the American newspaper, and make up your mind how to vote your own vote, than it does to be put into a block of five.' But what is time for?"

METHOD.

The books listed, which give bibliographies of works on historical method, render an extensive discussion of the subject here unnecessary. In general, it may be pointed out that the methods should be these which conduce to a training of the judgment. A text-book should, in most cases be used as a basis of work, and to give proportion, order, and definiteness to the instruction. Collateral material, used in additional reading, and in presentation of topical reports, is essential, and this involves

a good library as much as modern science teaching involves a laboratory and apparatus. The moderate use of sources for illustration and for disciplinary work akin to laboratory practice is especially helpful in the later part of the course. It aids in training the student to extract the important elements out of his reading, develops the critical faculty, and gives the student some impression of the sort of materials out of which the text-book was made. Written work should be increasingly used in the later part of the course; the practice of keeping note books is to be commended.

History should be so taught as to make use of the studies of geography, (physiographic, economic, and political), literature, economics, civies, and similar subjects. All may be made mutually helpful. The use of pictures, of which there are now a multiplicity of cheap reprints, will aid in bringing the architecture, sculpture, and painting of past ages before the pupil; and these are important aids in understanding the culture of a period. Maps and atlases should be constantly used, including outline maps for constructive work. When the student is allowed to make something, whether a topical report or an illustrative map, his interest is aroused, and the subject takes on a definiteness that is well worth the time. Lantern slides make possible a large use of maps and pictures at comparatively slight expense.

ORIGINAL SOURCES.

Some attention should be paid to the use of original material in the teaching of history in the high school. To teach the History of Literature and to thook criticisms of authors without first having the pupils read the masterpieces of literature is acknowledged by nearly all present day educators to be a faulty method and for the same reasons the teaching of history without giving any attention to the study of the documents upon which history is based is faulty.

The use of sources will show the pupil how the text book in

history has been prepared through the use of the writings that have been left to us and will call out his individuality; they will tend to make history a problem to him.

From reading the Satires of Juvenal the pupils will obtain a vivid picture of life and politics in Rome during the last half of the first century.

From reading the letters of Erasmus the pupils can make a fair estimate of his character, his attitude toward Luther, and toward the church. The text and the book of sources should supplement each other. The source book contains the material to be worked up into a narrative and the text contains the material which has been worked up into a narrative.

REFERENCE BOOKS FOR TEACHERS.

The teacher should have books which contain discussions of method, bibliographics, library lists, topics, etc. With them he will be able to suit his appliances and methods to the peculiar needs of the school.

BOOKS FOR PUPILS.

In selecting the books in history the aim has been to select a few good reference books and interesting books which the pupils will read.

Many of the books the teacher must read with the pupils and she must interest them in parts of the books which bear directly upon the history lesson by lists of references. So far as possible help the pupil to arrange his knowledge so that proper events and people, and events which grow out of each other are associated.

Manners and customs should be dwelt upon. The pupils should be required to make judgments upon the conditions of life, upon men and measures. Help them to admire bravery, courage, duty, perseverance and self-sacrifice.

GENERAL UISTORY.

(For books on Methods of teaching history, see Editeation.)

An excellent bibliography of history, including all of the best books published before 1888.

"It has been my aim to furnish, as best as I could, such information about the most desirable books as the historical reader and student is likely to profit by; and, in the second to suggest the proper methods and order of using the materials so indicated, Each chapter consists of two parts; the first being devoted to descriptions of books, and the second to suggestions to students and readers as to the best order and method of using them." From the author's preface,

F Al 5 hi

The first object of the topical method is to give prominence to the most important names and events of history, and concentrate the reading of the students upon certain selected ones of these.

"Two sets of topics are here presented the first for general dynastic and territorial history, the second for the history of the United States. The course of dynastic history is intended to occupy an entire year, and is for this purpose divided into thirty divisions, each of which may take up a week, while the rest of the school year may be devoted to reviews and examinations. The system is, however, very elastic, and the work may be compressed or expanded according to the amount of time at the disposal of the class. My way is, after going over a period in chromological order, to review by countries, so as to take up the same points of view. The course in American history consists of afty daily lessons; but these again may be expanded or condensed at pleasure." Preface,

Contents: Ancient history; Mediaeval history; Modern history; American history,

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This brief work is an attempt to explain the influence which the mother country exerts upon colonies, and which colonies in turn exert upon the mother country—for good or evil. It is largely the result of personal observation in parts of the world controlled by the great colonizing powers."—Preface.

This book will be especially valuable to the pupils collecting material for debates and orations.

Contents: How Spain commenced to colonize; First check to Spanish colonization; Development of South America; Relations of Spain with Cuba and Manila down to the end of the nineteenth century; Totter and tumble of Spain's colonial empire; Latterday Cuba; Philippines in our time; Negro as an element in colonial expansion; Official German colonization; Colonial Portugal in our time; First years of Portuguese greatness; Colonial break-up of Portugal; Portugal in America; Evolution of the Boer; Dutch colonist of today; Boer at home; Scandinavian colonist; Some notes from the Danish West Indies in Santa Cruz; Chinaman as colonist: Old France in the new world: Spirit of France in the West Indies; West Indies two hundred years ago; Colonial France today; Spread of Russia; Beginnings of English colonization in America; When Americans were English; Why England lost her American colonies; Successful tropical republic in the West Indies; From my diary in British Guiana; West Indies today and tomorrow; Australasia: Can the white man and his wife flourish in the tropics; White invasion of China; Philosophy of colonization; American as a colonist.

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C 84 gr

The battles described in this volume were chosen by the author for their picturesque and theatrical qualities, as well as for their decisiveness. This is an excellent book for the Library reading class in History.

Contents: Battle of Bunker Hill; Vittoria; Siege of Plevna; Storming of Burkersdorf heights; Swede's campaign in Germany; Storming of Badajos; Brief campaign against New Orleans; Battle of Solferino.

F

F 53 on

A good general history for reference.

 \mathbf{E} List Price to F 64 st price, schools, 185. Studies in European and American history. Fred Morrow Fling, and Howard W. Caldwell. Chie., Ainsworth & Co., 1897. 336 p. D. el.80 An introduction to the source study method in history. It will enable teachers to see what the method means and how it may be applied. Contents: Part I - Historical methods: Grecian period; Romans: Middle Ages period of transition; Middle Ages; Later Middle Ages; Renaissance and reformation; Period of absolute monarchies; French Revolution; Nineteenth century. Part II - General principles and suggestions; Laboratory method; Interpretation of the general spirit of American history; Interpretation of the colonial period; Study of early Virginia history; Study of early Massachusetts history; Study of the early history of the middle colonies; Interpretation of the Revolutionary era; Interpretation of the period 1815-1830; Interpretation of the period from 1830 1865. \mathbf{F}^{2} F 82 ge 186. General sketch of history: adapted for American students. Edward A. Freeman, N. Y., Henry Holt & Co., (1876, 400 p. maps. (Historical course for schools.) New, rev. ed., with chronological 1.10 .99 table, maps, and index. S. cl..... A clear, simple and correct sketch of the history of Europe and of the lands which have drawn their civilization from Europe. Contents: Origin of the nations; Greece and the Greek colonies; Roman commonwealth; Heathen empire; Larly christian empire; Roman empire in the east; Frankish empire; Saxon em perors; Franconian emperors; General view of the Middle Ages; Swabian emperors; Decline of the empire; Greatness of Spain; Greatness of France; Rise of Russia; French revolution; Reunion of Germany and Italy. \mathbf{R}^{\prime} 11 33 hi 187. Historical sources in schools: report to the New England History Teachers' Association by a select committee, C. D. Hazen, E. D. Bourne, S. M. Dean, M. Farrand, and A. B. Hart, N. Y., Macmillan Co., 1902. 299 p. D. cl.60 .51 "The present volume has grown out of a report submitted by the Committee on Historical Materials to the New England History Teachers' Association at the April meeting in 1900 - Believing that a list of sources available for the study of history in the lower schools, carefully compiled and critically estimated, would be of

direct value to teachers and students, we essayed the task of making such a list. We have endeavored to cover the various courses ordinarily offered in the secondary schools, but we do not imagine

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that our list is exhaustive or that our appreciations will be undisputed."—Preface.

The committee has thought it desirable to follow for its purposes the divisions of fields of history recommended by the Committee of Seven; that is, four courses of Ancient History, Mediaeval and Modern European History, English History, and American History, in the order named.

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H 87 fl

#188. Flags of the world: their history, blazonry, and associations. Frederick Edward Hulme. N. Y.,
Frederick Warne & Co. n. d. 152 p. il. D. cl. 1.50 .93

A reliable reference book on the subject of flags.

F

M 99 ge

This volume is based upon Myers' "Ancient History" and "Mediaeval and Modern History."

Contents: 1. Ancient history—Eastern nations; Grecian history: Roman history.

2. Mediaeval history—The Dark Ages; Age of Revival.

3. Modern history—Era of Protestant reformation: Era of Political revolution

E

Sa 5 hi

189a. [323.] History of the world, from the earliest time to the year 1898. Edgar Sanderson. N. Y., D. Appleton & Co., 1898. 790 p. il. D. (Concise knowledge lib.) hf. leath. 2.00 1.28

Valuable for reference and an outline of the entire subject.

 \mathbf{F}

Sh 3 st

190. Studies in general history. Mary D. Sheldon. Bost.,
D. C. Heath & Co., 1900. 556 p. il. maps. D.

When properly used this book will be one of the most valuable text-books for secondary schools. It is designed to introduce the student to the sources of historical information and abounds with extracts from original authorities. The book is well supplied with maps, tables and illustrations.

"This book is not a history, but a collection of historical materials; it contains just the sort of things that historians must deal

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with when they want to describe or judge any period of history and just the kind of things, moreover, which we Americans must constantly attend to and think about. In Greek history, it gives bare chronicles of deeds, pictures of buildings and statues, extracts from speeches, laws, poems; from these materials you must form your own judgment of the Greeks, discover their style of thinking, acting, living, feeling; you must, in short, imagine that you your self are to write a Greek history, or that you are a Greek citizen, called upon to judge of the life about you. To help you in this, I have inserted in the midst of the material such questions and problems as the historian or citizen must always be asking himself, or rather must always be putting to the laws, events, poetry, and runns which he studies, whether they belong to times and peoples far away or near at hand. In this way you can learn how to judge and interpret what you see before you in your own country, and herp to make of America that which she may become—the strongest, noblest, finest nation in all the world." From Author's Preface,

ANCIENT HISTORY.

ANCIENT RISTORY.		
F02		
Al 5 au		
191. Ancient history for colleges and high schools. William F. Allen, and Philip Van Ness Myers. Bost., Ginn & Co., 1899. 369 + 371 p. il. maps. D. cl.	1.50	1.28
An excellent account of the development and advance of civiliza- tion, generally accurate in its statement of facts. It is well adapted to the class room and to private reading. Contents: 1. Eastern nations and Greece; 2. Short history of the Roman people.		
F02		
An 2 st		
192. [325.] Story of extinct civilization of the East. Robert E. Anderson. N. Y., D. Appleton & Co., 1899. 213 p. maps. S. (Lib. of useful stories.)	. 10	.36
Λ brief and interesting account of the civilizations of Chaldea, Babylonia, Egypt, Phoenicia, Judea, Arabia, and Persia.		
F02		
M 99 an		
193. Ancient history: for colleges and high schools. Part I. Eastern nations and Greece. Philip Van Ness Myers. Bost., Ginn & Co., 1901. 369 p. 8 maps. il. D. cl.	1 00	900
The above is a revision and expansion of the corresponding		

part of Myers' "Outlines of Ancient History." Parts have been

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entirely rewritten in the light of the most recent discoverles. Schools which purchase Atlen & Myers' "Ancient history" (No. 191) should not purchase this volume as it is Part 1 of the above named book.

F02

R 12 sta

A very interesting account. A continuation of the story of Chaldea,

 $F\bar{0}2$

R 12 ste

Very interesting. The book is a general introduction to the study of ancient history.

F62

T 32 ma

An accurate reference book, giving briefly the conclusions reached by such modern scholars as Mommsen and Rawlinson. It is a book of facts rather than of opinions and contains some admirable maps and a few excellent illustrations

Contents: Asiatic and African nations, from the dispersion at Babel to the rise of the Persian empire: Persian empire, from the rise of Cyrus to the fall of Darius: Greeian states and colonies, from their earliest period to the accession of Alexander the Great; History of the Macedonian empire, and the kingdoms formed from it, until their conquest by the Romans; History of Rome, from the earliest times to the fall of the western empire.

MODERN HISTORY.

F03

Ad 1 me

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197. Medieval and modern history: an outline of its development. George Burton Adams. N. Y., Macmillan Co., 1900. 474 p. il. and maps. O. cl., 1.10, .99

A very valuable feature of this book is the bibliography which follows the treatment of each period suggesting further reading which may be done.

"In the preparation of the text I have endeavored to give especial emphasis to the different periods of history, and at the same time to make clear the continuous movement. If any fairly good conception can be gained from the study of history of the steady march of humanity up to its present level, one of its richest and most fruitful results has been secured, and it is a wish of mine, though one perhaps not easily realized, that the teacher should be able to make his class see in each lesson, or at least in each of the minor epochs of history, how the movement advances a stage in the given bit of time," From Author's Preface.

contents: Roman world-state with its fall and its revival; Formation of the nations; Remaissance and reformation; Struggle on the nations for supremacy and expansion.

F03

D 93 hi

198. History of modern times: from the fall of Constantinople to the French Revolution. Victor Duruy. Translated and revised, with notes by Edwin A. Grosvenor. N. Y., Henry Holt & Co., 1891. 540 p. D. cl.

1.60 1.44

No other single volume treats of this period in a more compact, accurate, and interesting manner.

Contents: Revolution in the political order, or definitive ruin of the political institutions of the middle ages, and a new system of government: Consequences of the political revolution. First European wars: Revolution in interests, ideas, and creeds: Catholic restoration and the religious wars—preponderance of Spain; Ascendency of France under Louis XIII and Louis XIV: Eighteenth century—greatness of England, Russia, and Prussia; Prellminaries of the French revolution.

F03

T ::2 ma

1.60 1.36

This, like the "Manual of Ancient History," is too dry for a fewt book unless enlivened by the instruction of a live feacher. It is generally accurate, and is a good work of reference.

MEDIAEVAL HISTORY,		
F04		
Ad 1 ci		
200. [349.] Civilization during the middle ages, especially in relation to modern civilization. George Burton Adams. N. Y., C: Scribner's Sons, 1899. 463 p. O. cl	2,50	1.60
Λ most valuable book of reference. The bibliography is especially fine,		
F04		
C 47 be 201. Beginning of the middle ages. Richard William Church. N. Y., C: Scribner's Sons, 1900. 226 p. 3 maps. (Epochs of modern history series.) S. cl. Same. N. Y., Lougmans, Green & Co., 1900. 216	1 00	0.5
p. S. cl	1.00	. 65
F04		
D 93 hi		
202. History of the mid5le ages. Victor Duruy. Translated from the twelfth edition by E. H. and M. D. Whitney; with notes and revisions by George Burton Adams. N. Y., Henry Holt & Co., 1891. 588 p. 13 maps. D. cl	1.60	1.44
This gives a clear conception of the general life and growth of the race during the middle ages, and of the relation of the several lines of progress to one another. Contents: Germanic invasion; Arab invasion; Carolingian emplre, or the attempt to organize German and Christian Europe; Fall of the Carolingian empire—new barbarian invasions; Feudalism, or the history of the kingdoms formed from the Carolingian empire during the tenth and eleventh centuries; Struggle between the papacy and the empire; Crusades; Rivalry between France and England; Italy, Germany, and the other European states to the middle of the fifteenth century; Civilization in the last centuries of the middle ages.		
2204		

F04

Em 3 in

203. [351.] Introduction to the study of the middle ages.
(375-814.) Ephraim Emerton. Bost., Ginn &
Co., 1894. 368 p. maps. D. cl. 1.12 1.01

An outline of the history of the middle ages. The bibliographies are good.

F04 Em 3 me List Price to price, schools. 204. Mediaeval Europe. 814-1300. Ephriam Emerton. Bost., Ginn & Co., 1901. 607 p. 4 maps. D. 1.50 - 1.28cl. This book covers a period extending from the death of Charle magne to about the middle of the thirteenth century, Contents: Bibliographical introduction: Formation of the European states; Roman papacy during the Carolingian period; Revival of the Roman empire on a German basis; Degradation and restoration of the papacy; Europe in the year 1000; Empire at its height; Parties in the great struggle; Coullict of the investiture; Hohenstan fen policy in Germany and Italy; Papal triumph over Frederick II; Crusades: Growth of the French monarchy; Intellectual life; Fendal institutions: Organization of the middle and lower classes. Ecclesiastical system. F04 C nn et 205. Study of mediaeval history: by the library method for high schools. M. S. Getchell. Bost., Ginn & .50.43 Co., 1898. 73 p. D. el. Prepared for the use of the author's second year classes in the Somerville English High School, Somerville, Mass. Not intended as an exhaustive study of mediaeval history, but as a practical work for the class room. A list is given of the works cited, with author, title, publisher, and date of publication. F04 G 94 ge 206. [352.] General history of civilization in Europe. François Pierre Guillaume Grizot, ed. by George Wells Knight, N. Y. D. Appleton & Co., 1896. 103 p. D. el. 1.50

The older student directed by the teacher will find much of in terest in this book. The teacher will find it helpful to a better understanding of history.

F04

11 38 se

207. Select historical documents of the Middle Ages.
Translated and edited by Ernest F. Henderson.
London, George Bell & Sons (N. Y., Macmillan
Co.), 1896. 177 p. D. (Bohn's libraries.) el.,

in . . = 1 . 50 = = 98

The documents chosen cover a period () time hundred vents of the world's history, and vary in beigh from one page to one hundred and twenty. Law, religion, politics, and general civilization are among the topics chosen for illustration.

 $^{\circ}$ 1 have tried first of all in this collection to choose the most comprehensive documents, i e, those which were important not only for

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the moment, but which, during long periods of time, were pointed to as conclusive. . . And I have striven to give documents which will represent as far as possible the spirit of the time."-Preface.

Fó4

J 71 st

208. Studies in European history: civilization in the Middle ages. Guernsey Jones. Chic., Ainsworth & Co., 1900. 164 p. D. cl. 1.00

.80

The introduction to this book gives some very helpful suggestions on the Source study method of teaching history. The book itself is not a narrative like the ordinary school history, it contains the material to be worked up into a narrative.

Contents: Christian and pagan; Teutons and barbarians; Selections from the Koran; Chivalry and the mode of warfare; Feudalism; Monasticism; Jews of Angevin England; Rise of cities; Trades of Paris; Giraldus Cambrensis,

F04

M 99 mi

209. Middle Ages. Philip Van Ness Myers. Bost., Ginn & Co., 1902. 454 p. maps. D. cl.

1.25 - 1.06

A revision of the first half of "Mediaeval and Modern History." The narrative has been carefully revised, so that it embodies the latest positive results of late scholarly research. A valuable feature of the book is the brief bibliography appended to each chapter of the most important of the original sources and secondary works on the subject.

F04

Se 6 fr

210. [357.] Franks, from their origin as a confederacy to the establishment of the kingdom of France and the German Empire. Lewis Sergeant. N. Y., G. P. Putnam's Sons, 1898. 343 p. il. D. (Story of the nations series.) cl

.98

A most interesting period and one on which there is a scarcity of material.

F04

T 32 sh

211. Short history of Mediaeval Europe. Thatcher. N. Y., C: Scribner's Sons, 1900. 325 p. map. D. el. 1.25 - 1.12

This is an abridgment of Thatcher and Schwill's "Europe in the Middle Age," and is intended for use as a text-book in high schools and for the general reader.

Contents: Europe, its peoples, and the Christian church; Migrations of the nations: Reaction of the empire against the Germans;

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Franks; Dismemberment of the empire; Political history of France; Germany and its relation to Italy; England and the Norsemen; Normans in Italy; Feudalism; Growth of the papacy; Struggle between the papacy and the empire; Monasticism; Mohammed, Mohammedanism, and the Crusades; Development of the cities, more especially in France; Italy to the invasion of Charles VIII.; France, England; Lesser countries of Europe to 1500; Germany; Papacy; Italian Renaissance.

CRUSADES. F05 Ar 2 er 212, 1354.1 Crusaders: a story of the Latin Kingdom of Jerusalem. T. A. Archer, and C. L. Kingsford. N. Y., G. P. Putnam's Sons, 1895. il. map. D. .98 (Story of the nations series.) cl. The history of the crusades, their causes and results, told in a readable way. F05 C 83 cr 213. Crusades. George W. Cox. N. Y., C: Scribner's Sons, 1902. 228 p. maps. (Epochs of modern history series.) S. cl. Same, N. Y., Longmans, Green & Co., 1901, 220 p. . 65 For those who care to make a thorough study of the crusades, this book will be of little value, but as a high school reference book and for the general reader it is the best brief outline of the crusades, F05 M 73 sh 214. [353.] Short history of the crusades. J. I. Mombert. N. Y., D. Appleton & Co., 1894. 301 p. S. cl.... 1.50 .98 Λ brief account of the leading events and personages in the crusades. F05 R 38 ch 215. Chronicles of the cousades; contemporary narratives of the crusade of Richard Coeur de Lion. Richard of Devizes and Geoffrey de Vinsauf. Together with crusade of Saint Louis. Lord John de Joinville. London, George Bell & Sons (N. Y., Macmillan Co.), 1909, 562 p. D. (Bohn's libraries.) cl.

"The present volume comprises the three most interesting contemporary Chronicles of the Crusades which have been handed down

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to us; two of them recording very fully the romantic deeds of our lion-hearted Plantagenet; the third the chivalric career of the pious and exemplary Saint Louis of France.

Of the author of the first of these Chronicles, Richard of Devizes, nothing is known beyond what he himself informs us in his preface, by which it appears, that he was in early life a monk at St. Swithin's Priory at Winchester, and subsequently a Carthusian of Witham.

Other works have been ascribed to the same writer, but there is great uncertainty as to their authorship. His Chronicle is valuable because it connects affairs which were passing in England with the events which took place simultaneously in the Holy Land.

The second work in this series is the History of the Expedition of Richard Coeur de Lion to the Holy Land, by Geoffrey de Vinsauf.

Of all his works, the most important and intrinsically valuable is his History of the Third Crusade, under Richard the First of England and Philip Augustus of France. It is the only Chronicle written by an eye-witness, of those furious assaults which the army of Saladin made upon the Christians, and of the firmness with which the lion-hearted Richard withstood and repulsed them. If the reader takes the trouble of comparing Geoffrey's full and interesting account of the crusade with that of Richard of Devizes, he will perceive how much superior it is in every respect. Geoffrey lived to see the death of King Richard, and the accession of his brother John, and it is much to be lamented that he breaks off his history somewhat abruptly, just at the moment when the crusaders embark on board ship to leave the Holy Land, at the end of the year 1192.

The third and last, and by no means the least interesting work in this volume, is Joinville's Memoirs of Saint Louis, the crusading king of France,"—Preface,

EUROPE--HISTORY.

F30

Ad 1 en

216. [324.] European history: an outline of its development. George Burton Adams. N. Y., Maemillan Co., 1899. 577 p. il. O. hf. leath......

1.40 1.26

 Λ most valuable book for reference. The bibliographies are most excellent,

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F 99 hi

The best narration that we have of the age of the revolution. It shows the fundamental characteristics of the revolutionary period, and Napoleon's connection with them.

Contents: France and Germany at the outbreak of the Revolutionary war; War, down to the treaties of Basle and the establish-

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ment of the Directory; Italian campaigns; (reaty of Campo Formio From the Congress of Rastadt to the establishment of the consulate: From Marengo to the rupture of the peace of Amieus: Empire. to the peace of Presburg; Death of Pitt, to the peace of Tilsit; Spain, to the fall of Saragossa; War of 1809; the Napoleonic empire—Spain, to the battle of Salamanca; Russian campaign, to the treaty of Kalisch; War of liberation, to the peace of Paris; Restoration; Progress of reaction; Mediterranean movements of 1820; Greece and eastern affairs: Movements of 1830: Spanish and eastern affairs: Europe before 1848; March revolution, 1848; Period of conflict, down to the establishment of the second French empire; Crimean war: Creation of the Italian kingdom: German ascendancy won by Prussia; War between France and Germany; Eastern affairs, F36

H 27 ba

#218. Balance of power, 1715-1789. Arthur Hassall, N. Y., Macmillan Co., 1900. 133 p. maps. Period VI. (Periods of European history series.) D. cl. 1.60 1.44

The volumes in the "Periods of European History" series are valuable for extended reference work but should not be purchased by the small High school libraries,

F20

J 55 st

219. [358.] Story of the Normans. Sarah Orne Jewett. N. Y., G. P. Patnam's Sons, 1887. 373 p. il. D. .98 (Story of the nations series.) cl. 1.50

The story of the Normans chiefly in their relation to the con quest of England. One of the most interesting books in the series,

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#220. Europe in the sixteenth century, 1494 1598. Arthur Henry Johnson, London, Rivingtons (N. Y., Macmillan Co.), 1900. 492 p. maps. Period IV. (Periods of European history series.) D. cl. . 1.75 1.57

The volumes in the "Periods of European History" series are valuable for extended reference work but should not be purchased by the small High school libraries.

F30

J 62 no

221. Normans in Europe. Rev. A. H. Johnson, N. Y., C: Scribner's Sons, 1901. 273 p. maps. (Epochs of modern history series.) S. cl.

Same, N. Y., Longmans, Green & Co., 1899. 260 p. S. cl.

1 00

"The aim of this book is to present a connected view of these in cursions, and to bring clearly before the reader the important fact,

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that the Norman conquest was only the last of this long series of settlements and conquests."—From Preface,

Contents: Northmen in their home; Invasions of the Northmen; Settlements in Gaul; William Longsword; Capelian revolution; Richard the good and the Norman settlement in Italy; Richard III and Robert the magnificent; Earlier years of William in Normandy; Feudal system and monasticism; Review of English history; Later years of William in Normandy; Conquest of England; William's English policy; End of reign of William I; William Rufus; Henry I; Norman administration.

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Sch 9 hi

A general view of the subject for reference.

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Se 3 er

This is not one of the best of the series but is a concise and popular summary of events from the beginning of the seventeenth cen-

tury to near the close.

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The volumes in the "Periods of European History" series are valuable for extended reference work but should not be purchased by the small High school libraries.

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T 32 eu

225. Europe in the Middle Age. Oliver J. Thatcher and Ferdinand Schwill. N. Y., C: Scribner's Sons, 1901. 679 p. maps and charts. D. cl....... 2.00 1.80

This book is intended as a text for the use of the freshman classes in college but will be very valuable for reference in the high school.

Contents: Europe, its peoples, and the christian church; Migrations of the nations; History of the new christian German

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states: Reaction of the empire against the Germans; Franks; Dis memberment of the empire: Political history of France; Germany and its relation to Italy; England and the Norsemen; Normans in Italy: Feudalism: Growth of the papacy: Struggle between the papacy and the empire; Monasticism; Mohammed; Mohammedanism and the crusades: Development of the cities, more especially in France: Italy to the invasion of Charles VIII; France, England; Lesser countries of Europe to 1500; Germany; Papacy; Civilization of the Middle Age: Italian Renaissance,

F30

T 32 ge

226. General history of Europe, 350-1900. Oliver J. Thatcher and Ferdinand Schwill. N. Y., C: Scribner's Sons, 1900, 613 p. maps. O. cl. 1.50 1.35

Two of the most helpful features of this book are the carefully selected list of books to be used as supplementary to the text which accompany each chapter and the special topics which conclude each chapter and are intended to suggest added work for study for the brighter and more active members of the class.

F30

W 13 eu

#227. Europe, 1598-1715. Henry Offley Wakeman. N. Y., Macmillan Co., 1900. 392 p. maps. Period V. (Periods of European history series.) D. cl...

1.40 - 1.26

The volumes in the "Periods of European History" are valuable for extended reference work but should not be purchased by the small High school libraries.

GREECE -- HISTORY.

F32

B 38 ch

228. [346.] Charicles; or illustrations of the private life of the ancient Greeks. W. A. Becker, N. Y., Longmans, Green & Co., 1895, 512 p. il. D.

.82

A short story portraying Greek life, with explanatory notes bringing out the facts of life. Valuable for work in history. Will also make real the life studied in the work in Greek.

F32

B 43 tr

229. Troy: its legend, history and literature, with a sketch of the topography of the Tread in the light of recent investigation. Samuel G. W. Benjamin. N. Y., C: Scribner's Sons, 1901, 179 p. map. (Epochs of ancient history series.) S. cl.....

1.00

In this book the attempt has been made to tell the Trojan story in the light of recent discoveries and explorations. The story is well

5

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told but does not rest on a firm historical basis. It is probably as near the truth as any other account which we have.

Contents: Youth of Paris: Helen: Greeks at Aulis; Wrath of Achilles: Combat of Menclaus and Paris: Storming of the Greek camp; Death of Hector: Fall of Achilles: Sack of Troy: Origin of the legend: Homer: German criticism on Homer: English criticism of Homer: Historic evidences of the Trojan war; Site of Troy.

F32

B 65 hi

A valuable book for reference, with marginal references to original authors, and valuable bibliographies at the end of each chapter.

F32

C 47 pi

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.96

The title suggests the author's aim in this volume—to present a few picturesque scenes from Greek story. An excellent book for Library reading.

Contents: Statesman and poet; Famous marriage; Exiles of Phocaea; Battlefield of freedom; Three hundred; Wooden walls; Bow against spear; Spoilt by prosperity; Traitor or patriot? In the theater at Athens; Model aristocrat; Statesman and his friends; Great Plague of Athens; Colony; Holy island; Fate of Plataea; Fatal expedition; Last struggle; Eye of Greece; Lion's cub; Wisest of men; Willing prisoner; Cup of hemlock; One hero of Thebes.

F32

C 83 at

232. Athenian empire. George W. Cox. N. Y., C: Scribner's Sons, 1901. 257 p. 6 maps. (Epochs of ancient history series.) S. cl.
Same. N. Y., Longmans, Green & Co., 1897. 247 p.

el. 1.0

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Contents: Confederacy of Delos and the foundation of the Athenian empire; Beginnings of the struggle between Athens and Sparta; Peloponnesian war from the surprise of Plataea to the capture of Sphakteria; Peloponnesian war, from the surrender of the Spartans in Sphakteria to the massacre of Melos; Peloponnesian war; the Sicilian expedition; Peloponnesian (or Dekeleian) war, from the failure of the Sicilian expedition to the suppression of the oligarchy of the four hundred at Athens; Peloponnesian (Dekeleian or Ionian) war, from the battle of Kynossema to the surrender of Athens.

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H P 27 po 615. Political economy:. for American youth, written from an American standpoint. Jacob Harris Patton. N. Ý., A. Lovell & Co., 4892. 297 p. D. cl		. 90
Treats the facts and principles of the subject in a simple, ye satisfactory, manner. The discussions are within easy grasp ohigh school students.		
H 8(5 ha 616. Handbook to the labor law of the United States. F. Jessup Stimson. ("J. S. of bale", pseud.) N. Y., C: Scribner's Sons, 1896. 385 p. D. el		1.35
Sets forth as it exists in the United States today, that law of labor disputes and the regulation of industrial affairs and protection of employees which has had its greatest development in the last few years. While the work is sufficiently full and accurate to serve as a legal text-book, the author's chief object has been to make it a clear and trustworthy guide for laboring men and their several organizations throughout the United States. Contents: Labor contract; Statutes regulating the employment contracts; Political protection and legal privileges of laborers Profit-sharing, co-operation, and laborers' stock; State regulation of factories, mines, etc.; Other legal rights and liabilities of master; Trades union; Strikes and boycotts; Equity process and in junctions—the anti-trust law and the interstate commerce law Remedies by arbitration.	t e e e e e o o r t	
H W 15 fi 617. [624.] First lessons in political economy. Francis A. Walker, N. Y., Henry Holt & Co., 1893. 323 p. (American Science series.) D. cl. A simple, clear and direct presentation of the subject not surpassed by any other like contribution to economic literature. "This book has been prepared for use in High Schools and Academies. In preparing a few book for students in the	1.00	.90

emics. . . . In preparing a text book for students in the period of life indicated, I have not thought it necessary to make the work childish. It is no 'Primer of Political Economy' which is here offered; but a substantial course of study in this vitally im-

portant subject."-Preface.

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The best introduction to the most modern point of view as to economical questions. This is an excellent reference book for the use of the teacher of Political economy but should be purchased only by the larger libraries.

Contents: Character and logical method of political economy; Production; Exchange; Distribution; Consumption; Some applications of economic principles.

Begins with the first settlement at Jamestown, and traces the course of the tobacco currency of Virginia and Maryland, the commodity currencies of New England. New York, and South Carolina, the introduction of Spanish coins and the different valuations of the same in the different colonies, and the final establishment of the money of account of the United States. The subjects of coinage, of legal tender, and of the gold standard are treated in both their local and their general aspects, and a chapter is given to the Brussels Monetary Conference. The subject of representative money is divided into two parts, viz.: flat money and banknotes, Colonial bills of credit, continental money, greenbacks, treasury notes, and silver dollars are separately treated. The course of banking development forms the concluding part.

An account of the development of American industries from colonial times to 1895. The illustrations add much to the value of the book. An interesting and readable book,

SOCIOLOGY.

In reading these books the aim should be to get actual conditions of life, standards, and social forces that are at work. Our of this reading there should grow a deepening consciousness of human relationship and obligation. Many illustrations may be drawn from history, fiction, and the actual life around the pupil. Some of the books have been selected because they portray conditions of life and the social forces which are at work. The reading of these books will enable the pupil to see more clearly the conditions existing about him.

Ad 2 de	List Price to price, schools.
621. Democracy and social ethics.	
Macmillan Co., 1902, 281	p. (Citizen's Library

An interesting book for general reading made up of lectures originally delivered in college and university extension centres. The titles are: Charitable effort: Filial relations: Household adjustment; Industrial amelioration: Educational method: Political reform.

Am 3 a #622 America's race problem: Addresses

#622. America's race problem: Addresses at the annual meeting of the American Academy of Political and Social Science. Philadelphia, April twelfth and thirteenth, 1901. McClure. Phillips & Co., 1901, 187 p. O. cl......

Contents: Races of the Pacific Natives of Hawaii, a study of Polynesian charm, T. M. Coan; Races of the Philippines, tagals, Rev. C. C. Pierce; Semi-civilized tribes of the Philippine islands, Rev. O. C. Miller; Causes of race superiority, E. A. Ross; Race problem at the South Introductory remarks by Col. H. A. Herbert; Relation of the whites to the negroes, G. T. Winston; Relation of the negroes to the whites in the South, Prof. W. E. Burghardt Du Bois; Races of the West Indies, Our Relation to the people of Cuba and Porto Rico, Hon. O. H. Platt; Spanish population of Cuba and Porto Rico, C. M. Pepper; Report of the Academy Committee on Meetings.

1.50 1.35

Library reading.

List Price to price. schools. B 64 in #623. In darkest England: and the way out. General William Booth. N. Y., Funk & Wagnalls Co., 1890. 1.00 285 + 31 pp. O. cl A suggested social scheme for the betterment of the condition of England's "submerged tenth". It gives a vivid picture of the sufferings and hardships of the poorer classes. I C 11 ne 624. Negro question. George W. Cable. N. Y., C: Scrib-.75 ner's Sons, 1898. 173 p. D. cl..... .49 This book should be in every High school library. The question discussed is whether a certain seven millions of the people, oneninth of the whole, dwelling in and natives to the Southern States of the Union, and by law an undifferentiated part of the Nation, have or have not the same full measure of the American citizen's rights that they would have were they entirely of European instead of wholly or partly African descent." Contents: 1. Negro question-Have colored Americans in the South the same rights as Americans of foreign birth? 2. Color discrimination, Inconsistencies, 3. Answer to negro question—Social basis of slavery still exists; Enfranchisement a cause of apprehension; Freedmen loyal to government; Distinction between civil and social equality; Responsibility of southern white men; Material development in the South. 4. National aid to southern schools; What shall the negro do? Simpler southern question: What makes the color line? Southern struggle for pure government-First necessity; Does the negro want pure government? Supposing the negro unsuppressed; Policy of pure government first; Industrial new south; Reign of the oneparty idea; Inventions of despair; More excellent way. 1 F 67 tr 625. [619.] Tramping with tramps. Josiah Flynt. N. Y., Century Co., 1899. 398 p. il. D. cl.......... 1.50 Studies and sketches of a vagabond life. Pictures of the tramp world with references to causes and occasional suggestions of remedies. G_{29} so 626. Social problems. Henry George. N. Y., Doubleday, McClure & Co., 1898. 342 p. D. cl..... This is written in the same interesting style as "Progress and poverty" and reads like a novel. This is an excellent book for

Contents: Increasing importance of social questions; Political dangers; Coming increase of social pressure; Two opposing tenden-

List Price to price, schools.

cies: March of concentration; Wrong in existing social conditions; ls it the best of all possible worlds? That we all might be rich; First principles; Rights of man; Dumping garbage; Over-production; Unemployed labor; Effects of machinery; Slavery and slavery; Public debts and indirect taxation; Functions of government; What we must do: Great reform; American farmer; City and country; Conclusion.

G 36 el

1.10 - .99

Sociology as set forth in this volume is nothing more or less than an elementary description of society in clear and simple terms, Contents: Population and society; Where aggregations of people are formed; How aggregations of people are formed; Composition and the unity of a social population; Practical activities of society; Socialization; Cooperation; Social pleasure; Social nature; Classes of socii; Preeminent social class; Social mind; modes of like-mindedness; Sympathetic like-mindedness and impulsive social action; Formal like-mindedness; tradition and conformity; Rational like-mindedness; public opinion and social values; Social organization; Component societies; Constituent societies; Character and efficiency of organization; Early history of society; Tribal society; Civilization; Progress; Democracy; Theory of society.

H 83 pr

628. Prisoners of Russia: a personal study of convict life in Sakhalin and Siberia. Benjamin Howard. N. Y., D. Appleton & Co., 1902. 389 p. il.D. cl..

1.40 - 1.26

An intensely interesting account of prison life in Siberia. Excellent for Library reading.

Dr. Benjamin Howard was born in Chesham, Bucks, England, March 21, 1836. He became interested in the prison systems of the world in 1859; and began his investigations of prison life in 1888. The present work is founded on a personal study of prison life and his experience while confined in a Russian prison, and on observations made during a visit to the convict Island Sakhalin.

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629. Woman and the republic: a survey of the woman-suffrage movement in the United States and a discussion of the claims and arguments of its foremost advocates. Helen Kendrick Johnson. N. Y., D. Appleton & Co., 1897. 327 p. D. cl.....

1.50 - .98

Valuable for use of debaters.

"Largely a reply to Dr. Putnam-Jachobl's "Common sense applied to woman's suffrage" and "The history of woman's suffrage",

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by Elizabeth Cady Stanton and others. Mrs. Johnson gives the opposite side of the question, with many new and old arguments, supported by carefully gathered facts and figures. Her conclusions are that woman's suffrage is not the offspring of democracy, but has received its warmest support under monarchical or even despotic governments; that the advance women have made in the professions and the changes for the better brought about in their condition under the laws are to be credited to the broadening of thought, not to the suffrage agitation; that woman, through her sex, is untitted for political life; that the suffrage would tend to disintegrate the home; that women would lack the physical power to defend a vote, or to carry out the laws she might enact."

R 44 ch

630. [616.] Čhildren of the poor. Jacob A. Riis. N. Y., C: Scribner's Sons, 1892. 300 p. il. D. bds... 1.25 1.12

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631. [615.] How the other half lives: studies among the tenements of New York. Jacob A. Riis. N. Y.,
C: Scribner's Sons, 1899. 304 p. il. D. bds.... 1.25 1.12

The two books above are as interesting as a romance and will open up to the students a side of life with which few of them are familiar. Excellent for Library reading.

 $\frac{I}{R 44 \text{ ma}}$

632. Making of an American. Jacob A. Riis. N. Y., The Macmillan Co., 1901. 443 p. il. O. cl....... 2.00 1.30

The papers which form this autobiography were originally published in The Outleok, two appeared in The Century, and one in The Churchman. Mr. Riis was born in Denmark in 1849 and came to this country about thirty years ago. He struggled with poverty, and has spent his life making an intelligent study of the condition of the poor and the causes which produce poverty. Under Mayor Strong's administration he did much faithful work in New York City. The book is layishly illustrated.

Excellent for Library reading.

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633. [617.] Fen years' war: an account of the battle with the slums in New York. Jacob A. Riis. Bost., Houghton, Millin & Co., 1900. 267 p. por. D. cl. 1.50 .98

A true picture of life in the slums.

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List Price to Sm 1 in price, schools. 634. [613.] Introduction to the study of society. Albion W. Small, and George E. Vincent. N. Y., American Book Company, 1894. 384 p. D. cl...... 1.80 1.53

A general treatise on sociology and a guide to its study. The subjects for investigation will be found especially helpful.

Contents: Origin and scope of sociology; the natural history of a society; social anatomy; social physiology and pathology; social psychology.

I T 41 tu

635. Tuskegee: its story and its work, with an introduction by Booker T. Washington. Max Bennett Thrasher, Bost., Small, Maynard & Co., 1901. 215 p. il. D. cl.....

"In this volume Mr. Max Bennett Thrasher, a Boston newspaper and magazine writer who has spent much time during the last five years travelling in the South, has told the story of the school in a very interesting way. He has shown how Mr. Washington's early life was a preparation for his work. He has given a history of the Institute from its foundation, explained the practical methods by which it gives industrial training, and then he has gone on to show some of the results which the institution has accomplished. The human element is carried through the whole so thoroughly that one reads the book for entertainment as well as for instruction."

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W 24 am #636. American charities: a study in philanthropy and economics. Amos G. Warner. N. Y., Thos. Y. Croweff & Co., c1894. 430 p. maps. (Library of Economics and Politics series.) D. cl...... 1.75 1.15

"The writer is Professor of Economics and Social Science in the Leland Stanford Jr. University. He recognizes heredity, environment, social conditions, intoxicants, selfishness, sickness, all inextricably interwoven as some of the innumerable causes of pauperism. He traces the origin of philanthropy among heathen nations. He analyzes proposed methods of relief, and shows by carefully prepared tables what influences tend toward deepening degradation and what tend toward elevating and improving the poor. His tone is optimistic and wholesome. The practical suggestions would save millions of dollars. A full bibliography, showing how wide is the author's reading, covers eleven pages. His facts are made serviceable by a remarkably well-made index."

This volume is excellent for reference but should be purchased by the larger libraries only.

I	List P	unico to
W 27 up	price. s	chools.
637. Up from slavery: an autobiography. Booker T. Washington. N. Y., Doubleday, Page & Co., 1901. 350 p. por. D. cl	1.50	1.35
This volume is the outgrowth of a series of articles dealing with the incidents in Mr. Washington's life, which were published consecutively in the Outlook. It tells of his life from the days when he was a little slave, until the present when he fills the principal chair at Tuskegee, an educational institution founded by himself for the betterment of his own people.	- n s	
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W 85 po 638. [618.] Poor in great cities; their problems and what is doing to solve them. Robert A. Woods, and others. N. Y., C: Scribner's Sons, 1895. 400 p. il. O. cl		1.96
Most interesting studies.		
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W 93 ou 639. [614.] Outline of practical sociology. Carroll D. Wright. N. Y., Longmans, Green & Co., 1899. 431 p. D. (American citizen series.) cl		1.30
An interesting hand-book on the subject of sociology for reference. The bibliographies are good. Contents: Basis of practical sociology; units of organization social and political; questions of population, immigration, urba and rural population, special problems of city life; questions of the family; the labor system; social well being; defence of society remedies.	ı, n e	
$\frac{I}{W97~\mathrm{da}}$ $640.$ Day with a tramp and other days. Walter A. Wyck		
off. N. Y., C: Scribner's Sons, 1901. 191 p. D.		.90
The five narratives comprised under this title, like those put lished in the series of "The workers", east and west, are draw from notes taken by Mr. Wyckoff during an expedition made b him ten years ago. Their titles are: A day with a tramp; Wittowa farmers; Section hand on the Union Pacific Railway; "Burrepuncher"; Incidents of the slums.	n y h	
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W 97 w 641. [630.] Workers: an experiment in reality: the East. Walter A. Wyckoff. N. Y., C: Scribner's Sons, 1899. 270 p. il. D. cl		.82

1 W 97 wo		Price to schools.
642. [631.] Workers: an experiment in reality in the West.		
Walter A. Wyckoff, N. Y., C: Scribner's Sons.		
1899. 378 p. il. D. cl	1.50	.98

A study of labor from the personal experiences of the author.

EDUCATION.

Books for the teacher and the classes in Pedagogy.

When possible, teacher and pupils must read these together. The value of reading will be greatly enhanced by observations on teaching in lower grades and in the high school. Several of the books listed will be helpful to the grade teachers. A careful study of these books should be made in the teachers' meetings.

PSYCHOLOGY.

The study of psychology in the high schools must necessarily be elementary and will be successful in so far only as it is simple and direct. No effort should be made to teach a system of philosophy or to engage in metaphysical disputation. The end will be reached if the pupil is taught what the mind can do and how it does it. A simple scheme of the mental faculties should be presented and the pupil should learn the office of each and the order in which it is developed. Definitions of mental powers and processes should be given, so far as possible, in simple, unequivecal English. When it is found necessary to use a foreign term, its meaning and the necessity for its use should be clearly shown, and the pupil should be required to use it in his recitations until the term acquires the force and distinctness of a native idiom. The teacher should remember that mental metheds can be defined and illustrated only by appeals to individual experience, and that facts and theories are worthless to the stodent until he finds them there. Fundamental processes, such

as perception and consciousness, should be clearly realized by each pupil, but no effort should be made to explain their source.

The influence of the emotions and the will in determining character and conduct may be explained and illustrated. The mind is the instrument through whose activity all accretions of knowledge come. The study of its powers, modes of action and limitations is noble in itself and ought to be rich in results. The examination of the sequence in the unfolding of its powers furnishes the guide lines for student and teacher. The habit of sober and accurate thought which this study necessitates is the prerequisite of wise action. To impart the power of fixing the attention, of holding the mind steadily to the subject in hand is preeminently the province of psychological study, and is the highest outcome of intellectual training.

THEORY AND ART OF TEACHING.

Sec. 496a of the Wisconsin Statutes authorizes the state superintendent "to prepare a course or courses of study suitable to be pursued in the free high school," and specifically states that: "Each free high school shall offer at least a twelve weeks' course of instruction each year in the theory and art of teaching; in the organization, management, and course of study of ungraded schools: and in the duties of citizens in the organization and administration of local systems. Such course of instruction shall be open to all students in this school." Provision must be made for this study in each course excepting courses in manual training. It should be understood by teachers and members of school boards that this is not a study which is of value to those pupils only who expect to teach in the schools of the state. The pupils in the public schools will soon be in positions where they will be responsible for the development and maintenance of these schools. The work in Theory and Art of Teaching may be so broadened as to include a consideration of the proper organization of the public schools, the necessity for an intelligent

interest in their welfare, and in what is necessary to secure that welfare.

This subject if properly taught, may afford as valuable a training for citizenship as any in the course; it is also of high value as a disciplinary study.

The best text book for use in the study of pedagegy is the Manual of the Course of Study for Common Schools issued by the state superintendent. It should be made the basis of the work in this subject. As an aid to the study of the Manual a good reference library should be provided, containing texts on school management, pedagogy, courses of study, etc.

Ik List Price to Ad 1 he price, schools. 643. [653.] Herbartian psychology applied to education. John Adams. Bost., D. C. Heath & Co., 1898. 284 p. D. (Heath's pedagogical lib.) cl..... 1.00 A series of essays applying the psychology of Herbart to education. Ιk Ad 5 mo 614. [673.] Moral instruction of children. Felix Adler. N. Y., D. Appleton & Co., 1898. 278 p. D. (International ed. series.) cl. 1.50 .98 An interesting and instructive book. Ik B 19 el 645. [650.] Elementary psychology and education. Joseph Baldwin. D. Appleton & Co., 1899. 299 p. D. (International ed. series.) cl. 1.50 .96 Valuable for reference. Ik B 19 sc 646. School management and school methods. Joseph Baldwin, N. Y., D. Appleton & Co., 1897. 395 p. D. (International education series.) cl....... 1.50 .98 Contents: Public improvement through befter educational con-

ditions; Pupil improvement through better educational facilities;

List Price to

Pupil improvement through educative school of government; Pupil improvement through educative class management and class work; Pupil improvement through better school and college organization and correlation; Pupil improvement through efficient methods of teaching.

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B 26 st

647. Studies in historical method. Mary Sheldon Barnes, Bost., D. C. Heath & Co., 1899. 144 p. (Heath's pedagogical library.) D. cl. 1.12 .95

For the use of the teacher in the secondary school who wishes to specialize in history.

Contents: As to the intent of this book; Part 1—Method as determined by the nature of history; Content of history; Sources of history; Study of contemporary history; Study of local history; Special study on ballads as historical material; Relation of travel to historical study; Tools of history; Relation of adjunct subjects to history; Principles of method deducted from preceding studies,

Part II—Method as determined by the historic sense; Historic sense among primitive peoples; Historic sense among children; Special study on the historic memory of children; Special study on children's sense of historical time; Principles of method deduced from Part II.

Part III—Method as determined by the aim of historical study; Special study on the making of patriots; Special study on the philosophy of history; Part IV—Practical application of principles of method to history in the high school; Part V—Descriptive and select bibliography of works on method.

Ik

B 43 te

648. Teaching of Latin and Greek in the secondary school. Charles E. Bennett, and George P. Bristol. N. Y., Longmans, Green & Co., 1901.

336 p. (American Teachers series.) D. cl.... 1.50 .98

Contents: Part I, Teaching of Latin in the secondary school; Historical position of the study of Latin in modern education; Justification of Latin as an instrument of secondary education; Beginning work: What authors are to be read in the secondary school, and in what sequence? Conduct of the secondary work in Latin: Latin composition; Latin prosedy; Some miscellaneous points; Preparation of the teacher.

Part II, Teaching of Greek in the secondary school; Aim of Greek study in the high school; Pronunciation; Beginning work; Xenophon and other prose writers—the Greek; Homer, Greek composition; Geography and history; Mythology and art.

The "American teachers series," of which this is the first volume, will review the principal subjects of the secondary school curriculum. The purpose is to discuss the educational value of each subject, the reasons for including it in the curriculum, the

selection and arrangement of materials in the course, the essentia features of class instruction and the various belos which are available for teachers' use. The editor of the series claims no more for the books than "merely contributions to the professional knowledge necessary in secondary education."

TI-

B 62 le

649. Letters to a mother: on the philosophy of Froebel. Susan E. Blow. N. Y., D. Appleton & Co., 1899. 311 p. (International Education series.) D. cl. 1.50

"The philosophy of Froebel is here explained in language addresses to the general public. The author takes up the most important doctrines one after the other as they were developed in the Mutter und Kose Lieder, and shows their equivalents in the different systems of thought that prevail. In some cases these systems are in harmony with Froebel, and in other cases there is profound disagreement."

Ik

B 62 sv

650. Symbolic education: a commentary on Froebel's "Mother Play." Susan E. Blow. N. Y., D. Appleton & Co., 1991. 251 p. (International Education series.) D. cl.

.93 1.50

This book is intended primarily for Kindergarten teachers but it will be of interest and value to every live teacher.

Contents: Atomism; Development; Childhood of the race; Symbolism of childhood; Meaning of play; Old Lady Gairfowl; Pattern experiences; Vortical education.

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B 63 se

652. [661.] Secondary school systems of Germany. Frederick E. Bolton. N. Y., D. Appleton & Co., 1900. 398 p. D. (International Education series.)

1.50

An interesting and readable book. Valuable for reference.

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B 64 ed

#653. [660.] Education in the United States: its history from the earliest settlements. Richard G. Boone. N. Y., D. Appleton & Co., 1901. 410 p. tlnternational Education series.) D. cl. 1.50 ..98

Contents: Earliest American schools; Colonial colleges; Colonial school systems; Elementary education; Academies and colleges; Centralizing tendencies; Preparation of teachers; Recent colleges; Professions: Technological education: Education of unfortunates

and criminal classes; Supplementary institutions; Learned societies and libraries; General government and education; Compulsory school attendance; Gradation of schools; Education in the south; Higher education of women; Conclusion.

Ιk

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1.50 .98

"It is the aim of this book to aid teachers of history, and especially those who have not had special training in historical work, better to comprehend the nature of the subject. Until they have considered the development of history as a way of portraying the experience of mankind, and know something of the methods by which it seeks to reach the sure basis of fact, and until they have seriously studied the problems of historical instruction, they can not feel a large interest in the subject, and consequently cannot inspire their pupils with such an interest. The first part of this book has been written to set them on the way toward a better comprehension of those aspects of history. The second part offers a review of the general field, which may guide those who require such help intelligently to study its many phases. . . .

In the bibliography prefixed to each chapter and in the notes will be found the names of the books chiefly consulted, or useful

in a farther study of the subject."—Preface.

Part 1—Study and teaching of history: Meaning of history; Foundations of historical scholarship: History in French and German schools; History in American schools; Value of history; Aim in teaching civies; Programme for history; School and the library; Facts of most wortn; Methods of teaching history; Source method.

Part II—Course of study: Ancient history; Greek history; Roman history; Mediaeval history: Expansion of Europe; the founding of America; European history since 1560; Ilistory of the United States; Course of study in the elementary school; Teaching of civies.

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655. [676.] Froebel, and education through self-activity. H. Courthope Bowen. N. Y., C: Scribner's Sons, 1897. 209 p. D. (Great Educators series.) cl... 1.00

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A brief history of education.

Ik List Price to B 97 me price, schools, . 657. [664.] Meaning of education and other essays and addresses. Nicholas Murray Butler. N. Y., Macmillan Co., 1898. 230 p. D. el. 1.00.65 Interesting and valuable essays on the meaning of education in its broad sense. Contents: Meaning of education: What knowledge is of most worth? Is there a new education? Democracy and education; The American college and the American university: The function of the secondary school; The reform of secondary education in the United States. 1k C 35 ch #658. Child: a study in the evolution of man. Alexander Francis Chamberlain. N. Y., C: Scribner's Sons. 1902. 498 p. il. (Contemporary science series.) D. cl. 1.50 1.35 A study of the child in the light of the literature of evolution. and an attempt to record, and, if possible interpret some of the most interesting and important phenomena of human beginnings in the individual and in the race. Ik C 73 hi #659. History of pedagogy. Gabriel Compayré. Translated with an introduction, notes, and an index by W. H. Payne. Bost., D. C. Heath & Co., 1901. 598 p. (Heath's pedagogical library.) D. cl... 1.75 1.57 For reference. Ik C 73 le 660. Lectures on pedagogy: theoretical and practical. Gabriel Compayré. Translated with an introduc-

An elementary manual of teaching well adapted to the needs of teachers.

tion, notes, and an appendix by W. H. Payne. Bost., D. C. Heath & Co., 1898. 491 p. (Heath's

pedagogical library.) D. cl. 1.75 1.57

Contents: Part 1 Theoretical pedagogy; Education in general; Physical education; Intellectual education; Education of the senses; Culture of the attention; Culture of the memory; Culture of the imagination; Faculties of reflection, judgment, abstraction, reasoning; Culture of the feelings; Moral education; Will, liberty, and habit; Higher sentiments; Aesthetic education, religious education; Part II Practical pedagogy; Methods in general; Reading and writing; Object-lessons; Study of the Mother Tongue;

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Teaching of history; Teaching of geography; Teaching of the sciences: Morals and civic instruction; Drawing—music—singing; Other exercises of the school; Rewards and punishments; Discipline in general; Appendix—Doctrine of memory; Analysis and synthesis; Problem of primary reading; Value of subjects.

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C 73 st

661. [310.] Study of History in schools: report to the American historical association. Committee of Seven, Andrew C. McLaughlin, Chm. N. Y., Macmillan Co., 1899. 267 p. D. cl........

.50 .44

 Λ very suggestive book to the teacher of history. It should be in every library,

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C \$1 am

Mr. Corbin is a Harvard man who has resided at Oxford, and has seen much of English life. He covers in his narrative the whole range of college activities, outdoor and indoor life, athletics and clubs, examinations and amusements, the university and the outside world. He deals lightly with the history of Oxford, its past and its induence on English life, and in the light of this history and study, touches on the problems which now concern the American university, the social and athletic problem, the administrative and educational, and the large question of the service of the University to the country.

Students will enjoy reading this book. The language is simple and the subject matter extremely interesting.

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D 28 ar

#663. Aristofle: and ancient educational ideals. Thomas Davidson. N. Y., C: Scribner's Sons, 1901. 256 p. (Great Educators series.) D. cl..........

1.00 .90

There is no English book that covers the field of Greek education as well as 'Aristotle'.

The book touches upon the whole subject of ancient pedagogy, the course of education being traced up to Aristotle,—and down from him through the decline of ancient civilization.

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"This work is not intended for scholars or specialists, but for that large body of teachers throughout the country who are trying

to do their duty, but are suffering from that want of enthusiasm' which necessarily comes from being unable clearly to see the end and purpose of their labors, or to invest any end with sublime impert. I have sought to show them that the end of their work is the redemption of humanity, an essential part of that process by which it is being gradually elevated to moral freedom, and to suggest to them the direction in which they ought to turn their chief efforts,"—Preface.

Ιk

D 28 hi

Contents: Savage, barbarian, and civic education; Introductory; Rise of intelligence; Savage education; Barbarian education; Civic education; Human education; Supernatural beginnings of humanism; Hellenistic education; Christian "catechetical school" of Alexandria; Patristic education; Muslin education; Mediaeval education; Period of Charles the Great; Scholasticism and Mysticism; Mediaeval universities; Renaissance, reformation, and counter-reformation; Modern education; Fifteenth, sixteenth, and seventeenth centuries; Eighteenth century; Nineteenth century; Outlook; Bibliography.

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D 51 sc

.00 .65

A book which should be read by every teacher.

Contents: School and social progress: School and the life of the child; Was,e in education; Three years of the university elementary school.

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D 84 he

667. Helps for ambitious girls. William Drysdale. N. Y., Thomas Y. Crowell & Co., c1900. 505 p. D. el., 1.50 .98

A most sensible book for girls to read whether they are in school, college, workshop, office, or the wife or mother of a home. The author believes that nature has planned a work for every girl and that it is her first duty to find that work, never losing sight, however, of home and its refining influences. He discusses the different professions, trades, and other occupations in which women are found employed today, pointing out the advantages and disadvantages of each as related to the girl and her future.

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671. Boy problem: a study in social pedagogy. Second ed., rev. and enl. William Byron Forbush, with introduction by G. Stanley Hall. Bost., Pilgrim Press, (1901. 194 p. D. Ed. 2, rev., enl. cl. . .

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This book should be read by every teacher both in the grades and High school. Though the author does not attempt to solve the boy problem, he accomplishes the aim which he evidently had in view

of impressing his readers with the gravity of the problem and interesting them in taking some active steps toward a solution of it. He says: "The solution of the problem may be sought from three sources: from a study of boy life, from a study of the ways in which children spontaneously organize socially, and from a study of the ways adults organize for the benefit of boys." Preface.

Contents: Boy-life; By-laws of boy life; Ways in which boys spontaneously organize socially; Social organizations formed for boys by adults; Some suggestions as to how to help boys; Boy problem in the church; Directory of social organizations for boys; List of books and pamphlets about work with boys; Reading course on the boy problem.

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For reference.

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674. [682.] Mind and hand: manual training the chief factor in education. Charles H. Ham. N. Y., American Book Company, 1900. 464 p. il. D. cl.... 1.25

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678. [311.] How to study and teach history, with particular reference to the history of the United States.
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365 p. D. (International educational series.) cl. 1.50

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easy matter upon which no special preparation for the recitation is needed. The work ceases to be interesting and sinks into mere drudgery. College graduates, as a rule, take the same low view of work in these schools. They feel that the branches taught even in the best secondary schools present no problem worthy of their metal. There is a problem here worthy of their best endeavors and one that challenges, in point of difficulty, their strongest and keenest powers. They generally do not know where to look for it; it is a pedagogical, and not an academical problem. This work is written with the confident hope that such a problem will be perceived in the domain of history teaching in the primary and secondary schools."—From preface.

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W 73 gr 720. Great American educators with chapters on American education. Albert Edward Winship. N. Y., Werner School Bk. Co., c1900. 252 p. il. D. cl. (Four Great American series.)		0	. 33
Brief elementary biographies of some of the leading America educators, and a sketch of the history of public school educatio in America. The presentation is simple enough to be of interest to High school pupils. Contents: Horace Mann: Mary Lyon: David P. Page: Henr Barnard: John Dudley Philbrick: Newton Bateman: Edward A Sheldon: James P. Wickersham: Founders and benefactors of American colleges: Historical sketch of American education.	n st y A.		

CIVICS AND GOVERNMENT.

Provision is made by statute for the teaching of the Constitution of the United States and of Wisconsin in the public schools

A knowledge of the fundamental laws of the land is indispensable to every citizen, and with this end in view the constitutions should be taught, the more important clauses being memorized. The error, however, should not be made of treating the subject in a meaningless, routine manner, for every section and every clause possesses a life which more or less affects our every-day existence. Let the teacher make the branch a practical one, losing no opportunity of bringing out its full meaning by the application of current history or local events. In this way an interest will be excited, and more than all, the great object in the teaching of civil government will be more nearly

attained, viz., to create law-abiding citizens. The young people must early learn the duties of the citizen and the individual responsibility of that citizen toward maintaining a stable government for the nation.

It will be well to deal with the different forms of governments, as administered in the county, town, village, city, and school districts. These governments come within the immediate knowledge of the children or their parents, and a study of details will be found profitable. It will be well also to take up the subject of elections. The present system of voting, known as the "Australian" method, may be illustrated by securing samples of the ballot. The method of nominations through primary caucuses is important.

If there is a literary society in connection with the school, much assistance can be given to the subject of civil government by providing for debates upon important national questions, for most courts, and mock legislative deliberations. Every opportunity to visit the state legislature, the county board of supervisors, the town meeting, and other assemblages of governmental character, should be improved. Throughout the entire work on this subject an attempt should be made to have pupils realize the essentials of good citizenship. A knowledge of constitutions and of the details of governmental activities may make more intelligent citizens, but it does not necessarily make better ones.

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721. [646.] Among the law-makers. Edmund Alton. N. Y., C. Scribner's Sons, 1896. (308 p. il. D. ct. 1,50 (1988)

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C 67 mu 725. Municipal government: as illustrated by the charter, finances, and public charities of New York. Bird S. Coler. N. Y., D. Appleton & Co., 1900, 200 p. D. cl. A statement of conditions that exist in New York city, with reports of progress. Details are presented of errors in the charter, changes that should be made, with facts showing how public charity has been abused. Other chapters relate to income and expenses; water supply: transportation; city development; Church in politics: Political machines. Mr. Coler is Comptroller of New York city.		. 65
J C 76 am #726. American political history: to the death of Lincoln; popularly told. Viola A. Conklin. N. Y., Henry Holt & Co., 1901. 435 p. D. cl. A course of lectures on the political history of United States for general reading. Good for reference in United States History.	;	1.35
To 76 ci 727. City government in the United States: with a chapter on the greater New York charter of 1897. Alfred R. Conkling. N. Y., D. Appleton & Co., 1899. 245 p. D. Ed. 4, rev. cl. A clear presentation of the question of city government. Contents: Government of American cities: Mayor: Boards of the United States.		. 65

aldermen; Public parks; Fire department; Police department;

Police courts; Excise; Water, gas and electricity; Streets; Streetcleaning; Street payements; Public works; Charitable institutions; Public schools and trade schools; Finance and taxation; Municipalization; Elections; Remedies; Greater New York charter,

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736, [639,] American government; national and state. B.
A. Hinsdale, N. Y., Werner School Book Co., 1898, 494 p. D. el. 1,25 1,12

A comprehensive view of the origin and growth of the American government and our state system; a careful study of the constitution of the U. S.

J 23 go

The subject matter presented partially represents the plan pursued by the authors as teachers of civil government for a number of years in secondary schools. A study of the actual methods by which the affairs of government are conducted gives constant interest to the work, and consequently the practical side has been caphasized. Many problems besides those presented in the supplementary questions may be worked out from the official reports. The appendix contains an excellent list of reference books on government.

Contents: Town and county government; State governments; City government; Elections and party government; Public finances; Judicial trials; Charitable and penal institutions; Educational systems; Exercise of the police power; Labor legislation; Steps lead ing to union; Constitutional convention; Organization of the legislative department; Powers and duties of the separate houses; Procedure in congress; National linances; Power of congress over commerce; Money of the United States; Other general powers of congress: Powers denied the United States and the several states; Executive department; Election of a president; Powers and duties of the president; Cabinet and the executive departments; Judiciary: Relations between the states, and between the federal government and the states; Territories and public lands; Amendments to the constitution; Miscellaneous provisions; Relations of states and nation; Some features of international law and arbitration; Constitution of the United States of America; Key to periodical literature; Reference books.

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J 61 hi

A very good handbook for general readers.

List Price to price, schools, M 11 po #739. Political parties in the United States, 1846-1861. Jesse Macy. N. Y., Macmillan Co., 1900. 333 p. (Citizen's library of economics, politics and soeiology.) D. cl. 1.25 - 1.12A study of the American party system, Contents: Origin and nature of the modern political party; Origin of the American party system; Party issues; Spoils system and party organization; Ante-bellum vs. present politics; Science and politics; Slavery as a party issue; Causes of the civil war; Last Whig administration: Great Whig failure: Fugitive slave law; Importance of the American party system; Rise of the republican party; War in Kansas; Campaign of 1856; Dred Scott decision: Free Soil victory in the territories under the leadership of Douglas: Abraham Lincoln as a typical democrat; Republican party revived; John Brown at Harper's Ferry; Campaign of 1860; Drifting into war, T. M 22 wi 740. With the fathers: studies in the history of the United States. John Each McMaster. N. Y., D. Apple-.98 ton & Co., 1899. 334 p. D. cl. 1.50 A series of essays. Contents: Monroe doctrine: Third-term Tradition: Political deprayity of the fathers; Riotous career of the Know-Nothings; Framers and the framing of the constitution: Washington's inauguration: Century of constitutional interpretation: Century's struggle for silver; Is sound finance possible under popular government? Franklin in France; 7low the British left New York; Struggle for territory; Four centuries of progress. J M 29 jo #741. Journal of the Constitutional Convention. James Madison. Ed. by E. H. Scott. Chic., Scott. Fores-2.50 - 2.25man & Co., 1898. 805 p. O. cl. Valuable for reference in an extended study of United States history and government. This volume should only be purchased by the largest libraries. J P 18 ne 742. New parliamentary manual: a guide for deliberative bodies, and a text-book for high schools and colleges. Edmond Palmer, N. Y., Hinds & Noble, °1901. 276 p. T. cl.75.50Contents: Parliamentary questions answered at a glance: Nature and authority of parliamentary law; Assemblies and their

organization; Introduction and consideration of business; Disposal

of business; Incidental questions that may grow out of preceding motions: Privileged anestions; Consideration anew of business already disposed of: Conduct of business within committee and upon committee's report; Vote and voting; Duties of officers; Miscellaneous matters.

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R 27 wo

#743. World politics at the end of the nineteenth century: as influenced by the oriental situation. Paul S. Reinsch, N. Y., Macmillan Co., 1902, 366 p. (Citizen's library series.) D. cl. 1.25 1.12 map.

"The plan of the book is as follows: the first part is an introduction, and gives a general view of the forces at work, covering the various elements of intellectual and economic life that influence modern politics. The second part treats of what the author considers the true center of interest in present international polities-namely: the Chinese question; the consequences of the Chinese situation on European politics are traced in part third. The part devoted to German imperial politics presents the well considered policy of a great empire, while in the last part some considerations upon the position of the United States as a worldpower are given. The whole material of the book is focussed upon the Chinese problem. The documents and works upon which the author bases his conclusions are cited at the end of each part. Author is assistant professor of political science in the University of Wisconsin."

A book for the use of the teacher in politics and government.

Contents: National imperialism: Opening of China; Consequences of the opening of China in world politics; German imperial politics: Some considerations on the position of the United States as a factor in oriental politics.

W 68 ri

744. [644.] Rights and duties of American citizenship. Westel Woodbury Willoughby. N. Y., American Book Company, 1898. 336 p. D. cl. 1.00 .85

Practical information as to the rights and duties of American citizenship. The book is divided into two parts. The first is devoted to a general introduction to the practical science, the second to a description of civil government in the United States.

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W 69 st

745. [642.] State: elements of historical and practical polltics. Woodrow Wilson, Bost., D. C. Heath & Co., 1899. 656 p. O. cl.

2.00 - 1.80

A general study of the subject of government. Valuable for reference both in history and civics.

J. List Price to price, schools. Yo S go 746. Government class book: a manual of instruction in the principles of constitutional government and law. Andrew W. Young. Thoroughly rev., 1894, by S. S. Clark. Wisconsin ed., with supplement: Wisconsin—its state and local government with the constitution as amended, by A. J. Hutton. N. Y., Maynard, Merrill & Co., 1900, 380 p. D. el.95 "The aim of this book, in supplying a manifest want, is to present, in such form as to be used chiefly as a text-book for schools, a broad and comprehensive view of the principles of government and law in the United States."-Preface, LEGISLATION, LAW, WOMEN. K As 3 bu 747. [708.] Business girl in every phase of her life. Ruth Ashmore. N. Y., Doubleday & McClure Co. 1898. -.50.33 Helpful and good advice for girls. К B 89 es 748. Essentials of business law. Francis M. Burdick. N. Y., D. Appleton & Co., 1902. 285 p. (Twentieth century text-books.) D. cl. 1.25 - 1.12A concise treatment of those principles of law which the ordinary individual is liable to meet with in his daily contact with the world. A strong book for the commercial department, and one needed for reference in connection with the study of civics in any high school. К C 15 wo 749. [632.] Women wage-earners: their past, their presenf. and their future. Helen Campbell. Bost., Little, Brown & Co., 1893. 313 p. D. cl.85 Interesting and valuable, К C 71 ge 750. General principles of constitutional law in the United States of America. Thomas M. Cooley. Ed. 3, by Andrew C. McLaughlin. Bost., Little, Brown & Co., 1898. 423 p. D. cl. 2.50 - 2.25"This manual has been prepared for the use of students in law schools and other institutions of learning. The design has been

to present succinctly the general principles of constitutional law whether they pertain to the federal system, or to the state system, or to both."-Preface.

This will be of value in the High school for reference only,

Contents: Constitution of the United States; Rise of the American union; Definitions and general principles; Distribution of the powers of government: Powers of congress: Powers of the federal executive; Judicial department of the federal government; Checks and balances in government; Government of the territories; Admis sion of new states; Constitutional rules of state comity; Guaranty of republican government to the states; Amendments to the constitution; Civil rights and their guaranties; Political privileges and their protections; Protections to persons accused of crime; Protections to contracts and property; Municipal corporations; Formation and construction of state constitutions.

К

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751. [707.] What women can earn: occupations of women and their compensation. Grace Hoadley Dodge. N. Y., F. A. Stokes Co., 1899. 354 p. D. cl. . . . 1.00

Essays on all the leading trades and professions and facts as to compensation in each.

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H 24 we

752. [709.] Well-bred girl in society. Mrs. Burton Harrison. N. Y., Doubleday & McClure Co., 1898. 213 .50p. por. T. el.

.33

. 65

Good sound advice for girls on dress and ornaments, her behavior in public places, and the small courtesies of her social life.

SCIENCE.

GENERAL SUGGESTIONS ON SCHENCE TEACHING.

Science in the high school is designed primarily for the purpose of getting simple information from text books and by observing phenomena; later the purpose is toward classification, so as to lead pupils toward possible inductions, and to confidence in themselves that shall in turn profoundly stimulate their activities. The discipline gained by having (a) a definite aim, (b) a definite method to accomplish this aim, (c) the power of careful and accurate observation, (d) the ability to reach correct conclusions, is important. The extremes of these purposes are found: (1) In the instruction which attempts to teach mere text-book, without the assistance of a suitable laboratory or sufficient apparatus. This is manifestly a most serious mistake, and no instructor should attempt the teaching of a scientific subject unless the school has a proper room or place to carry on experimental work and can provide itself with a suitable amount of apparatus to make the subject practical. (2) In those schools in which the pure laboratory method is followed. Here the text-book is abandoned and pupils are set at work to rediscover all the laws and reaffirm too many of the principles that have concerned the scientists of past ages. is unfortunate that in many high schools the teaching force is inadequate to give careful supervision to laboratory work, for without efficient supervision such work is likely to be worse than useless. Whatever laboratory work is done should be under the close supervision of a competent instructor. school laboratory is no place for a pupil teacher.

The instructor in science should undertake to strike the golden mean between these extremes. The text-book is a valuable adjunct to the study of science and its utility should be fully appreciated. Each subject under consideration should

first be thoroughly studied in the text to gain all the possible knowledge concerning the details which have been worked out by others; with this knowledge as a basis the teacher should direct experiments which are intended to confirm the statements of the text,—returning to the text after the experimental work has been performed, with a view of clinching the principles under consideration.

Economy in experiment is a feature of science teaching which the instructor must study with care. Schools may waste time in permitting the pupils to spend days in proving phenomena that are already familiar,—as that heat expands and cold contracts. One or two experiments, supplemented by the commonscuse which most American children possess, is sufficient to demonstrate the truth of the law. Every science teacher should plan the entire work for the period of its continuance, before he begins his teaching, blocking out the amount of time which he can allow to each phase of the study. As he proceeds, he should keep strictly within the limits established. The simple principles should be passed over semewhat rapidly, allowing more time for the demonstration of the more difficult problems.

So far as possible the pupils themselves should do the actual experimental work. They should handle the material. The instructor will find, however, that some independent supplementary experiments and illustrations will be profitable.

Too much importance cannot be attached to drawings in connection with all laboratory work. It is not necessary that the pupil be an artist in order to outline in the note book a representation of the apparatus or material used. The instructor should see that each drawing, though not artistic, is accurate in outline and details.

Physics and botany furnish the best opportunities for thorough science teaching. They are practical subjects, having an intimate relation to our every-day life. Providing a suitable laboratory and sufficient apparatus as aids, is no great burden for school districts. Physiology and physical geography are

likewise practical subjects. No special laboratory is required, however: the apparatus used in physics and botany can be employed in these branches.

Psychology is worthy of students' attention, and pedagogy, though chiefly beneficial to the prospective teacher, gives information which every intelligent citizen should possess.

SUGGESTIONS.

The field of original investigation is beyond the high school student; it belongs to the college post-graduate.

Experiments for display and entertainment are appropriate for evening shows, but are not productive of the best results for the student of science.

Laboratories should be provided with suitable tables and blackboards. They should be well lighted and provided with means for darkening the windows.

The pupils can, under the direction of the teacher, make much simple but useful apparatus outside of school hours. The caution here is, however, to employ the pupils as students of science, not as carpenters and blacksmiths.

REFERENCE BOOKS.

The aim has been to select a few good reference books, and books in the various divisions of science which are written in such a way as to interest the pupils.

When possible, all reading in these books should be accompanied by observation and experimentation. Teacher and pupils must read many of them together.

GENERAL SCIENCE.

L List Price to B 85 fa price, schools,

753.[500.] Fairy-land of science. Arabella B. Buckley. N. Y., D. Appleton & Co., 1899, 252 p. il. D. el. 1.50 .98

The original volume has been extended, and notices of the latest scientific discoveries added. Will interest younger pupils.

L G 79 na

> 754. Nature's miracles: familiar talks on science. Vol. 1, World-building and life, earth, air, and water; Vol. II, Energy and vibration, energy, sound, heat. light, explosives; Vol. III, Electricity and magnetism. Elisha Gray. N. Y., Fords, Howard & Hulbert, 1900. 3 vols. S. cl. set 1.80 1.35

Three very interesting volumes; suitable as references to the general texts used by secondary pupils. They are excellent supplementary books. The mode of treatment of each volume is exceptionally strong.

J 13 na

755. Nature study: for the common schools. Wilbur S. Jackman. N. Y., Henry Holt & Co., 1891. 448 p.

"In the preparation of this book it has been the aim to furnish a guide for teachers in the common schools who wish their pupils to pursue an adequate and symmetrical course in Natural Science."- Preface.

PHYSICS.

The first element of success in teaching physics is to interest the members of the class in the subject. It is a comparatively easy matter to accomplish this end, owing to the fact that this branch deals with matters of every-day observation, such as light, heat, sound, motion, electricity, etc. Owing to this fact, illustrations in every department of physics may be drawn from daily experiences. Moreover, many of the principles of physics can be readily demonstrated so that students may see the beauties which exist in the phenomena of nature. When their interest is thoroughly aroused, even the obscure parts of the subject acquire a new meaning through their connection will the parts which are more easily understood.

A demonstration of a principle in physics fixes it in the student's mind so that in recalling an experiment which he has seen he will not fail to grasp the principle which that experiment illustrates. No other science lends itself to exhibitition more easily than physics, and there are few of its principles which cannot be illustrated before a class. In all cases it should be pointed out that the law of nature operates whenever the operator supplies the necessary conditions, and it is the object of the experiment, and, indeed, the object of the study of physics to observe and to study the laws of the universe.

The teacher should remember that the pupil is not likely to grasp a subject at first presentation, and that it must be appreached from many sides and with many illustrations. Even then a student does not fully comprehend the subject till be himself has dealt with it, and therefore it is desirable that students not only repeat the experiments shown by the instructor, but that others be devised, tending to make clearer the principle. This should be done by the class in small sections, if the class be large, and not during the hour of recitation. Whatever subjects are studied, the experiments which the students themselves perform should not be undertaken in

the laboratory until after the corresponding subjects have been studied in some good text-book and thoroughly discussed and illustrated in class. In other words, the laboratory practice in any department of physics should follow and not precede the work of the text. Moreover, there should not be assigned to the student in the laboratory any experiment which does not illustrate some important scientific principle. The students should record all results and conclusions in a neatly kept note-book, which the teacher should read and correct.

The following plan of note-book may be suggestive:

I. Aim.—What is the object of the experiment; what do you expect to prove or determine?

II. Method.—Give briefly the details of the apparatus and the preparation made to perform the experiment.

III. Observation, -- As a result of your experiment, note earcfully what you see.

IV. Conclusion.—As a result of your observations, what conclusions do you reach?

A certain amount of equipment and apparatus is required for the experimental part of the instruction. While much of this must be purchased outright, much more may be extemporized by the ingenuity of the instructor and the students. In choosing the apparatus for a school whose appropriations must remain small, such pieces should be selected as are capable of being used for a variety of purposes.

Lh List Price to Ad 1 ph Dist Price, schools.

This book is an excellent manual for High school students. It is a book that will stimulate thought and endeavor. The experiments are few and well selected. Valuable and explicit directions to students are given.

Lh	List	Price to
Am 3 th pt 757, [536.] Theory of physics, Joseph S. Ames, N. Y., American Book Company, 1897, 513 p. il. O.	rice.	sehools.
cl	1.60	1.36
Especial prominence is given to mechanics. This book is a good reference book for the use of the teacher but is too advanced for the average High school student.		
Lh		
At 5 el		
758. [529.] Electricity for everybody: its nature and uses explained. Philip Atkinson. N. Y., Century Co., 1899. 266 p. il. D. cl	1.50	.98
This volume is devoted entirely to the subject of electricity and its uses. An excellent book for reference, All electrical apparatus of modern design and use are given and described. Contents: Nature of electricity and electric transmission; Static electricity: Electric batteries: Magnetism; Dynamos; Electric motors: Electric lighting: Heat and electricity; Telegraph and telephone; Röntgen N-Rays,		
Lh At 5 na 759. Natural philosophy: for general readers, and young people. Edmund Atkinson. 9th ed., carefully rev. by A. W. Reinold. N. Y., Longmans, Green & Co., 1900. 752 p. il. D. cl	2.50	1.64
This is a valuable reference book on scientific literature. The physical phenomena are clearly and concisely explained in familiar language. It is a book well suited for direct teaching purposes; and contains many excellent diagrams. The work has been recently and carefully revised.		
Lh		
Av 3 fi 760. First lessons in physical science: for use in grammar schools. Elroy M. Avery, and Charles P. Sinnott. N. Y., Sheldon & Co., e1897, 160 p. il. D. el	. 60	. 54
Suitable for elementary work. Excellent for use in the eighth grade. The special features of the book are, the experiments may be performed with very simple and inexpensive apparatus; they are illustrative of fundamental principles; they are interesting to the pupils because they are new to them; while most of them are qualitative, and, therefore, better adapted to the abilities and uses of the pupils because they are new to them; while most of them are qualitative, and, therefore, better adapted to the abilities and uses the pupils appeared of them the pupils are also as a second of the pupils.		

of the pupils, enough of them are quantitative to furnish needed

training in that line.

Lh Av 3 sc	List l	Price to schools.
761. School physics: a new text-book for high schools and academies. Elroy M. Avery, N. Y., Sheldon & Co., c1895. 608 p. il. D. cl		1.12
A good text, containing many practical illustrations and experments. It is well and interestingly written, and has given excellent satisfaction wherever used.		
Lh 18 24 ph 762. Physics: advanced course. George F. Barker. N Y., Henry Holt & Co., 1893, 902 p. il. Ed. 4 rev. O. cl. A very good reference book for High school teachers and pupil A splendid supplement to an elementary text. This book is we recommended by those who have used if.	, 3,50 s.	3.15
Lh B 24 ro #763. Röentgen rays: memoirs by Röentgen, Stokes and J. J. Thomson. George F. Barker, ed. N. Y. American Book Company, 1899. 76 p. (Harper's scientific memoirs.) O. cl. This little book is one of the most exhaustive freatises on the subject. The most important researches are here given. The book is good authority.	s . 60	.51
Lh C 19 ph 764. Physics for high school students. Henry S. Carhart and Horatio N. Chute. Bost., Allyn & Bacon 1902. 433 p. il. D. cl	1.25 it	1.12
Lh C 47 ph 765. Physical laboratory manual: for schools and colleges Horatio N. Chute, Bost., D. C. Heath & Co. 1902. 218 p. il. D. cl. This manual is well adapted for students of secondary schools The work is largely quantitative in character; and is judiciousl distributed over the several divisions of physics. The author has taken special pains to select problems that	80 s. y	. 68

could be solved by ald of simple and inexpensive apparatus.

		
Lh		Price to
C 54 pr 766. [535.] Practical methods in microscopy. Charles H.	price.	schools.
Clark. Bost., D. C. Heath & Co., 1896. 261 p. il. D. cl	1.6	0 1.44
This book gives in simple and concise language, detailed directions for many processes that the student must learn in order to make practical use of the microscope. For reference,		
Lh		
 767. [527.] Wonders of modern mechanism: a resumé of recent progress in mechanical, physical and engineering science. Charles Henry Cochrane. Phil., J. B. Lippincott Co., 1896. il. O. cl	1.50	0 .93
The book contains in popular language the results obtained within recent years by engineering and mechanical science.	1	
Lh C 77 ph 768. Physics: the student's manual for the study room and laboratory. LeRoy C. Cooley. N. Y., American Book Company, (1897. 448 p. il. D. cl	1.00	0 .85
This book contains a plain, logical and very accurate outline of the various phases of physics. The amount of descriptive materia on the purely illustrative work is limited. The prominent feature of this book is the amount of material for systematic quantitative study. The work is clear and coneise.] }	
Lh		
C 86 el 769. Elements of physics: for use in high schools. Henry Crew. N. Y., Macmillan Co., 1899. 347 p. il. D. cl	1.10	0 .99
This volume is intended for use in connection with a course σ laboratory instruction. An excellent elementary book.	ť	
Lh D 68 te		
770. [533.] Telephone: an account of the phenomena of electricity, magnetism, and sound, as involved in its action; with directions for making a speaking telephone. Amos Emerson Dolbear. Bost., Lee & Shepard, "1877. il. T. cl	. 50) .33
A very interesting, plain, and intelligible volume on the phenomena of electricity, magnetism, and sound. A valuable reference and a good supplement to these subjects as given in the regular text-books in physics.	e	

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List Price to price, schools,

771. Principles of physics. Alfred P. Gage. Bost., Ginn & Co., 1901. 638 p. il. D. cl. 1.30 1.10

A splendid work for reference for the teacher. A good text for mature students in High schools, well equipped.

"The work contains two courses one which is termed a High school course, and the other an advanced course. The former is printed in larger type; the latter comprises the fermer and additional matter printed in smaller type, which is indented about one-fourth of an inch at the left margin of the page. The former embraces a full course for those High schools and academies which are able to do a fairly good work. While the advanced course does not aspire to meet the requirements of a technical scientific course in the higher institutions, yet it is believed that, supplemented by lectures, as all text books should be in the higher institutions, it may meet the requirements of the so-called classical courses in many colleges." -- Prefuce,

13:

H 11 te

772. Text-book of physics; largely experimental, including the Harvard college "Descriptive List of Elementary Exercises in Physics." Edwin H. Hall, and Joseph Y. Bergen, N. Y., Henry Holt & Co., 1899. 596 p. il. rev. and enl. D. cl.

1.25 - 1.12

This book is a text book and laboratory manual combined. The work is based on the requirements in elementary experimental physics for admission to Harvard college and the Lawrence Scien tific school

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H 28 el

773. Elements of physics. C. Hanford Henderson, and John F. Woodhull, N. Y., D Appleton & Co., 1901. 112 p. (Twentieth century text-books.)

.99

A book well adapted to the age and attainments of High school pupils. Intensely interesting to students. Introduces the human istic element. Laboratory work has been excluded, the authors preferring to devote a whole volume to this part of the study, which is published under the title of "Physical Experiments."

Lh

H 65 br

771. Brief course in general physics' experimental and applied. George A Hoadley, N. Y., American Book Company., (1900. 463 p. ii. D. cl.

-1.20 - 1.02

A practical book. The subjects are presented in a logical man ner. The book contains many questions and problems on the appli

List Price to price. schools.

cation of stated laws. The numerical answers to these problems are given in the back of the book. Especial stress is put upon the subject of mechanical principles.

Lh

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#775. Steam engine. George C. V. Holmes. N. Y., Longmans, Green & Co., 1900, 528 p. il. S. Ed.

2.00 - 1.39

An elementary, yet very complete and satisfactory treatise on the steam engine. An excellent supplement to regular text-books of Physics. Subject matter easy to understand,

Contents: Incroduction; Nature of heat: the mode of measuring it, its effects on gases and water; Theoretically perfect heat engines; Connection between the size of an engine, the evaporative power of the boiler, and the external work which it can do: Mechanics of the steam engine; Mechanism and details of steam engines; Valves and valve gears; Indicators and indicator diagrams; Fuel-combustion-generation of steam boilers and their fittings; Condensation and condensers; On some of the principal causes of loss of efficiency in steam engines, and the methods employed for reducing the loss - super-heating -- steam jacketingcompounding.

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776. [525.] Experimental science. George M. Hopkins. N. Y., Munn & Co., 1898. 914 p. il. O. cl. 5.00 3.75

A collection of experiments and descriptions of mechanical devices illustrating the principles of Physics. Most of the apparatus described can be constructed by anyone having ordinary mechanical skill and the simple devices for physical demonstration can be easily made. One of the best books on the subject.

Lh

H 77 pr

777. Preparatory physics: a short course in the labora-William J. Hopkins. N. Y., Longmans, Green & Co., 1894. 147 p. il. O. cl.

.82 1.25

This manual is intended primarily as a preparation for advanced work in general physics. The author does not attempt to cover the whole ground of physics. The subject of Mechanics has been selected for fullest treatment. Comparatively simple apparatus is required.

Contents: Physical measurement; Discussion of observations upon related quantities-plotting curves; Instruction for notebooks: Mensuration: Composition of forces; Parallel forces; Center of gravity; Levers and pulleys; Breaking strength of a wire; Deflection of beams; Trusses; Inclined plane-friction-work and energy; Composition of motions-velocity-acceleration; Pendulum; Fluid pressure; Density; Specific gravity; Gases-barometer-pumps; Heat; Sound-vibrations of strings; Light-photometry: reflection and refraction; Magnetism; Appendix.

Lh List Price to II 77 te price, schools, 778. Telephone lines and their properties. William J. Hopkins. N. Y., Longmans, Green & Co., 1901. 307 p. il. D. el. The book gives a very full and complete treatment of the subject. It contains an account of the latest developments of the telephone; and gives an outline of the methods of design and construction. It also contains many diagrams and half-tone reproductions of photographs. Contents: Design and construction of city lines; Underground work; Long distance lines; Wire; Insulators; Exchanges; Switchboards; Propagation of energy; Telephone current; Measurement; Properties of city lines; Interferences from outside sources; Properties of metallic circuits; Cables; "Composite" working and wireless telephony. Lh H 2 ft 779. [528.] Flame, electricity, and the camera: man's progress from the first kindling of fire to the wireless telegraph and the photography of color. George Hes. N. Y., Donbleday & McClure Co., 2.00 - 1.801900. 398 p. il. O. cl. The chief uses of fire, electricity, and photography, bringing the narrative of discovery and invention to the close of 1899, A fascinating book. Lh J 12 el 780. Elementary book on electricity and magnetism and their applications: a text-book for manual training schools and high schools, and a manual for artisans, apprentices, and home readers. Dugald C. Jackson, and John Price Jackson. N. Y., Macmillan Co., 1902. 482 p. il. D. cl. 1.40 1.26 A very good elementary text-book; it is also interesting to all readers who have a taste for sciences. This book is full of inspiration. The order is from the simple to the complex. It is built upon the common experiences of pupils. Lh M 45 th 781. Theory of heat. James Clerk Maxwell. With cor-

> rections and additions by Lord Rayleigh. N. Y., Longmans, Green & Co., 1897. 318 p. il. S. cl. 1.50

A standard book for reference.

	List P price, so	
782. [531.] A. B. C. of electricity. W. H. Meadowcroft. N. Y., American Technical Book Co., 1896. il. D. cl.	.50	. 35
Lh M 46 ax 783. [532.] A. B. C. of the X-ray. W. II Meadowcroft. N. Y., American Technical Book Co., 1896. il. D. cl.,	.75	.55
Lh M 92 st 784. [530.] Story of electricity. John Munro. N. Y., D. Appleton & Co., 1896, 387 p. il. S. (Library of useful stories.) cl. A small and interesting book giving a brief exposition of the sub ject and descriptions of inventions.	. 40	.32
Lh N51 ou 785. Outlines of physics: an elementary text-book. Edward L. Nichols. N. Y., Macmillan Co., 1898, 452 p. il. D. cl. This book is built up on the laboratory method and the experiments are largely quantitative. The experiments are well selected and calculated to illustrate a'l of the important principles of physics. This book is adapted to schools having only moderate equipment.	l f	1.26
Lh Sh 1 ph 786. Physics by experiment: an elementary text-book for the use of schools. Edward R. Shaw. N. Y., Maynard, Merrill & Co., 1901. 328 p. il. D. cl. A book suitable for elementary work, excellent for eighth grade students. It appeals to the student and teacher interested in manual training for pupils of this age. "This book is intended to lead pupils to acquire, by means of		.95

experiments, an elementary knowledge of physics. It seeks to bring directly under the pupil's observation the reality itself, thus training him to observe for himself, to reason for himself, to rely upon himself, and to test the accuracy of his incrences and observations by new experiments, and by the comparison of his work with the

work of others."—Preface.

Lh	List I	rice to
Sm 6 ea	price, s	
787. Easy experiments in physics. Preston Smith. N. Y., Morse Co., 1901. 217 p. (New century series.) il. D. el	. 60	. 54
This volume is intended for use in the intermediate and grain mar grades. The experiments are quantitative. The book is a preparation for scientific work in the high school.		
Lh St 4 le		
788. Lessons in elementary physics. Balfour Stewart. N. Y., Macmillan Co., 1895. 475 p. maps and il. New and enl. ed. S. el		.99
An excellent book for reference, subjects well arranged. The work is elementary, yet very complete. By the careful arrangement of topics the student is continuall reminded of the importance of subject.		
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789. Elementary lessons in electricity and magnetism. Silvanus P. Thompson, N. V., Macmillan Co., 1901. 638 p. il. D. New ed. rec. cl		1.26
One of the best tooks on this subject. It treats of every par of the phenomena of electricity and magnetism and is a book that can be easily understood by any general reader of moderate in telligence as well as by High school pupils.	1	
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790. Light, visible and invisible: a series of lectures de- livered at the Royal Institution of Great Britain at Christmas, 1896. Silvanus P. Thompson, N. Y., Macmillan Co., 1897. 294 p. il. D. cl		.98
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791. Elementary physics: for secondary schools. Charles Burton Thwing. Bost., B. H. Sanborn & Co., 1900, 371 p. il. D. cl.		1.08
A good book; modern, scientifically accurate, and well adapte to schools having the usual equipment of apparatus. Not to difficult nor too profuse for high school pupils.	d n	

Contents: Standpoint of physicists: Measurements in electricity: Magnetism: Electric current; Flow of electricity in the earth: Voltaic cell: Galvanometer; Dynamo machine; Sources of electric power: Transformations of energy; Alternating currents: Transmission of power by electricity; Self-induction: Leyden jar; Step-up transformers: Lighting; Wave motion; Electric waves; Electro-magnetic theory of light and the ether; X rays; Sun; What is electricity?

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793. Electricity in modern life. G. W. de Tunzelmann.
N. Y., C: Scribner's Sons, 1896. 272 p. il.
(Contemporary science series.) D. el. 1.50 1.35

This book is intended for general reading for those who have no previous knowledge of electricity. There are many and excellent skeleton diagrams of apparatus to be found in it. A very interesting volume.

Contents: What we know about electricity: What we know about magnetism: Mutual actions between magnets and conductors traversed by electric currents: Force, work, and power: Sources of electricity: Magnetic fields: Electrical measurement: Magneto and dynamo electric machines: Story of the telegraph; Overland telegraphs; Submarine telegraphs: Telephone; Telephone exchange system: Distribution and storage of electrical energy: Electric lighting; Electro-motors and their uses; Electro-metaliurgy; Electricity in warfare: Medical electricity; Miscellaneous applications of electricity.

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#794. Course of experiments in physical measurement. In four parts, complete in one volume for the use of teachers and students. Harold Whiting. Bost., D. C. Heath & Co., 1897. 1226 p. il. O. cl.

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A volume for use by teachers and an excellent work for reference.

Purely experimental. Not too difficult for advanced students. This should not be purchased by schools until they have a fair working library of more elementary books.

CHEMISTRY.

C 54 el 795. Elementary chemistry. F. W. Clark, and L. M. Den-	price.	Price le schools
nis, N. Y., American Book Company, e1902. 310 p. il. D. el		0 .94
This book is well adapted to the needs of pupils of secondary schools. It is sufficiently full for those students to whom chem istry is only one factor in their education. It also serves as a good foundation for subsequent higher study for those who desire an advanced course in chemical science.	a	
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796. Laboratory manual: to accompany Clark and Dennis's elementary chemistry. L. M. Dennis, and F. W. Clark. N. Y., American Book Company, e1902. 254 p. il. D. el		0 . 12
This manual is well adapted to aid and stimulate the development of pupils. Numerous illustrations are given of the apparatu actually to be used by the students. The experiments are largely quantitative and are based upon the requirements for college entrance examinations.	s v	
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A course of six lectures. Well arranged and admirably planned to supplement a regular text book in chemistry on the subject of the Candle Flame. The work is scientifically accurate and intensely interesting.		
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A chemistry of Common Things—an elementary text for young students. A very interesting and practical book. Students enjoy reading Π .		

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799. Essentials of chemistry: for secondary schools. John C. Hessler, and Aibert L. Smith. Bost., B. H. Sanborn & Co., e1902. 96 p. il. D. cl	1.2^{-1}	0· 1	.08
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800. [523.] Chemistry of common life. James F. W. Johnston. N. Y., D. Appleton & Co., 1879. 592 p. il. D. cl	2.00) 1	.30
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801. Elementary inorganic chemistry. G. S. Newth. N. Y. Longmans. Green & Co., 1902. 288 p. il. D. cl	.90)	. 81
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R 28 in 802. Introduction to the study of chemistry. Ira Remsen. N. Y., Henry Holt & Co., 1902. 460 p. il. (American science series—briefer course.) Ed. 6, rev., enl. D. cl	1.15	2 1	. 91
This book has been recently revised by the author after years of experience. It is well arranged, very accurate, and up to date. It is a book which is highly commended by teachers. The experiments have been carefully selected.			
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803. Chemistry of cooking and cleaning: a manual for housekeepers. Ellen H. Richards, and S. Maria Elliott. Bost., Home Science Pub. Co., 1897. 158 p. Ed. 2, rev. S. ci.	1.00	٠.	80
An interesting and very practical little volume for use in the home. It is a book that girls will enjoy. It answers the questions "How"? and "Why"? that are continually arising in the home. Contents: Matter and its composition: Elementary chemistry:			

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Excellent illustrations and experiments.

ASTRONOMY.

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#808. Earth's beginning. Sir Robert Stawell Ball. N. Y., D. Appleton & Co.,1902. 384 p. il. D. cl	1.8	0 1.62
A popular narrative of the evolution of the Earth, the planet and the sun from the fire-mist. The narration is made up of series of lectures which were delivered to an audience of young peo-	a	
ple, Contents: The problem stated; The fire-mist; Nebulæ—appar ent and real; The heat of the sun; How the sun's heat is main tained; The history of the sun; The earth's beginning; Earthquake and volcanoes; Spiral and planetary nebulæ; The unerring guide Evolution of the solar system: Unity of material in the heaven and the earth; Objections to the nebular theory; The beginning o the nebula, etc.	s ; s	
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809. Starland: being talks with young people about the wonders of the heavens. Sir Robert Stawell Ball. New, rev. ed. Bost., Ginn & Co., 1902. 402 p. il. D. cl		0 .85
This is an excellent book for the Library reading class in Science. Contents: Sun: Moon; luner planets: Giant planets; Cometand shooting stars; Stars; How to name the stars.		
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The latest facts and figures as developed by the giant telescopes. The book is written in a simple and concise way for those who know but little of astronomy, and will undoubtedly interest the students in that subject.	v	
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C 35 st		
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The subject is treated from the historical, as well as a scientific standpoint. Will interest older pupils.		92

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Y., D. Appleton & Co., 1901. 391 p. il. D. (Twentieth century text-books.) cl. 1.30 1.17

An excellent reference book for high schools, Excellent for reference in Physical geography. It is not a compendium of astronomy or an outline course of popular reading in that science. It has been prepared as a text-book, and the author has purposely omitted from it much matter interesting as well as important to a complete view of the science, and has endeavored to concentrate attention upon those parts of the subject that possess special educational value.

Contents: Different kinds of measurement: Stars and their diurnal motion: Fixed and wandering stars: Celestial mechanics: Earth as a planet; Measurement of time: Eclipses: Instruments and the principles involved in their use: Moon: Sun; Planets: Comets and meteors; Fixed stars; Stars and nebulae; Growth and decay.

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This book is addressed especially to pupils who are studying Astronomy for the first time. Every High school library should

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814. [519.] Family of the sun; conversations with a child. Edward S. Holden, N. Y., D. Appleton & Co., 1899. 252 p. il. D. (Home reading books.) cl.

contain at least one elementary reference book on the subject.

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This volume deals descriptively with the planets that form the family of the sun—with their appearances in the telescope, and the main conclusions that can be drawn from these appearances. The relation of the solar system to distant stellar systems is considered. The unity, as well as the variety of the solar system is exhibited. The book is for the younger pupils.

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The author has attempted in this book to present to his readers the legendary lore of the heavens, and by numerous poetical quotations, to show the close relation of the stars to the best and highest In literature. An interesting book for Library reading.

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816. [517.] Other suns than ours. Richard A. Proctor. N. Y., Longmans, Green & Co., 1896. 419 p. il. D. (Silver lib.) cl		5 .82
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817. [518.] Other worlds than ours. Richard A. Proetor. N. Y., Longmans, Green & Co., 1899. 318 p. il. D. (Silver lib.) cl	1.2	5 .50
Two volumes covering the subject of astronomy, which will in terest older pupils. Good books for reference,	-	
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8e 6 as 818. [515.] Astronomy with an opera-glass. Garrett P. Serviss. N. Y., D. Appleton & Co., 1895. 154 p. il. O. cl	1.58	8 .98
"The author has endeavored to encourage the study of the heavenly bodies by pointing out some of the interesting and marvelous phenomena of the universe that are visible with little or no assist ance from optical instruments, and indicating means of becoming acquainted with the constellations and the planets."	·	
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Sh 2 as 819. Astronomy. for schools and general readers. Isaac Sharpless, and George Morris Philips. Phil., J. B. Lippincott Co., (1892. 315 p. il. D. cl	l	. 65
the naked eye and with small telescopes.		
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820. 516. New astronomy for beginners. D. P. Todd. N. Y., American Book Company, 1898. 480 p. por. il. D. cl	1.30	1.15
Of special value for reference. Shows how to study by observa- tion, with simple instruments.		

NATURAL HISTORY.

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821. [512.] Flashlights on nature. Grant Allen. N. Y.,		
Doubleday & McClure Co., 1898. 312 p. il. D. bds	1.50	.98
Some of the unusual things in science are presented in this book.		
Contents: Cows that ants milk; plants that melt ice; a beast		
of prey (a spider); a woodland tragedy; marriage among the		
clovers; those horrid earwigs; the first paper-maker (wasp); abid-		
ing cities (ants); a frozen world; British bloodsuckers (mosqui-		
toes); a very intelligent plant (gorse); foreign invasion of England (Prussian fly). An intensely interesting book.		
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6 35 ey 822. [503.] Eye spy: afield with nature among flowers and		
animate things. William Hamilton Gibson. N.		
Y., Harper & Bros., 1898. 264 p. il. O. cl	2.50	1.61
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823. [502.] My studio neighbors. William Hamilton Gibson. N. Y., Harper & Bros., 1898. 245 p. il. O.		
cl	2.50	1.64
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824. [504.] Sharp eyes. William Hamilton Gibson. N. Y.,	N F0	4 04
Harper & Bros., 1898. 322 p. il. O. cl	2.50	1.64
A rambler's observations during the four seasons.		
These three books, well written and beautifully illustrated, will interest the pupils in nature and stimulate observation. Younger		
pupils will enjoy.		
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825. [556.] Book of the ocean. Ernest Ingersoll. N. Y.,		
Century Co., 1898. 279 p. il. O. el	1.50	.98
A very interesting book about the ocean, the life in the ocean,		
and some of the stirring events which have taken place on the		
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826. Nature study and life. Clifton F. Hodge. Bost.,	1 /5m	1.28
Ginn & Co., 1902. 511 p. il. D. el	1.00	1.28
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mar school grades of education in this country. No one has gone so far toward solving the burning question of nature teaching, and to every instructor in these subjects this volume will be not only instructive but inspiring. Unlike the authors of most of the many nature-study manuals now current. Professor Hodge has been for some years the head of a University Department, is a specialist in two or more of the fields of biology, and has made original contributions of value to the sum of human knowledge. His mind thus moves with independence, authority, and unusual command of the resources in the field here treated.

This work is opportune because it stimulates spontaneous outof-door interests. It is with abundant reason that we find now on every hand a growing fear of the effects of excessive confinement, sedentary attitudes, and institutionalizing influences in the school. Such work as is here described must tend to salutary progress in the direction of health."

Contents: Point of view; Values of nature study; Children's animals and pets; Plan for insect study; Insects of the household; Lessons with plants: Elementary botany: Garden-studies—home and school gardens; Nature-study property of children; Propagation of plants; Insects of the garden; Beneficial insects-honeybee; Insectivorous animals-common toad: Common frogs and salamanders; Common birds; Bird census and food chart; Practical domestication of our wild birds; Taming and feeding birds; Elementary forestry; Aquaria-their construction and management; Miscellaneous animals; Flowerless plants; Grade plan.

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827. Boys' and girls' Pliny: being parts of Pliny's "Natural History' edited for boys and girls, with an introduction. John S. White. N. Y., G. P. Putnam's Sons. 1885. 326 p. il. O. cl.

2.00 - 1.30

Contents: Dedication: Account of the world and the elements; Man, his birth and organization; Nature of terrestrial animals; Domestic animals; Natural history of fishes; Natural history of birds; Various kinds of insects; Natural history of metals; Conclusion.

GEOLOGY.

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828. Text-book of geology. Albert Perry Brigham. N. Y., D. Appleton & Co., 1901, 10 + 477 p. il. O. (Twentieth century text-books.) cl.

1.40 - 1.26

An elementary treatise for secondary schools. The three parts are devoted to: Dynamical geology: Structural geology: and Historical geology.

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829. Geological story briefly told. James D. Dana. N. Y., American Book Company, e1895. 302 p. il. D. Rev. ed. cl	1.1	5 .98
One of the best elementary books published on the subject of geology. Contents: Geology; Part I. Rocks or what the earth is made of Minerals; Kinds of rocks: Structure of rocks; Part II. Geological causes and effect—Making of rocks; Making of valleys; Making of mountains and attendant effects; Part III. Historical geology Archaean time; Paleozoic time; Mesozoic time; Cenozoic time; Observations on geological history.	- I S	
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830. [561.] Minerals and how to study them: a book for beginners in mineralogy. E. Salisbury Dana. N. Y., J. Wiley & Sons, 1895. 380 p. il. D. cl	1.50) 1.28
Presents the subject in a clear and simple form. For reference	е,	
Mc D 19 re S31. [540.] Revised text-book of geology. James D. Dana, ed. by William North Rice. N. Y., American		
Book Company, 1897. 482 p. il. D. cl	1.40) 1.19
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An excellent elementary text in physical geography, pronounced by many teachers who have made practical use of it one of the few best texts. The plan of the book is to give the problems of Physical geography a rational treatment. The ideas of cause and of consequence, one preceding, the other following, the physiographic fact, have therefore been held constantly in mind by the author. Well illustrated. Contents: Earth as a globe; Atmosphere: Ocean; Lands: Plains and plateaus; Mountains; Volcanoes; Rivers and valleys:		
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N. Y., American Book Co., c1901. 430 p. il. D. cl	1.20	1.03

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lected and treated with sufficient fullness to give a clear and definite picture. From a study of the type general laws are developed, and the student is thus provided with a key for the solution of geographical problems wherever they may arise. Written with a view to the needs of the teacher as well as those of the student. Bibliography (9p.) Well illustrated.

Contents: Planet earth; Land; Sea; Atmosphere; Life.

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834. [550.] Earth sculpture or the origin of land-forms.

James Geikie. N. Y., G. P. Putnam's Sons, 1898.

397 p. il. O. (Science series.) cl. 2.00 1.30

A general account of the origin of surface features, and the development of land forms. Well written and interesting.

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"An excellent elementary text book on geology and valuable for supplementary reading in study of Physical Geography. Entertaining as well as instructive. Deals in an interesting manner with structure of earth's surface and changes which are continually taking place in it. Profusely llustrated by remarkably fine reproductions from photographs."—Prof. Burgess, Univ. of Wisconsin.

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#837. Volcanoes: past and present. Edward Hull. N. Y., C: Scribner's Sons, 1892. 270 p. il. (Contemporary science series.) D. cl. 1.50 .98

A standard reference book.

Contents: Introduction; European volcanoes; Dormant or moribund volcanoes of other parts of the world; Tertiary volcanic districts of the British Isles; Pre-tertiary volcanic rocks; Special volcanic and seismic phenomena; Volcanic and seismic problems; Brief account of the principal varieties of volcanic rocks.

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#841. Elements of geology: a text-book for colleges, and

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An excellent reference book for the use of the teacher of geology in the High school.

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842. [560.] Story of a piece of coal: what it is, whence it comes, and whither it goes. Edward A. Martin, N. Y., D. Appleton & Co., 1898, 169 p. il. S. (Lib. of useful stories.) cl		0 .32
A clear, concise, and complete account of coal, and its uses,		
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843. Introduction to geology. William B. Scott. N. Y., Macmillan Co., 1902. 573 p. il. O. cl	1.9	0 1.71
An excellent book for reference work. "The book is intended to serve as an introduction to the scienc of Geology, both for students who desire to pursue the subject exhaustively, and also for the much larger class of those who wis merely to obtain an outline of the methods and principal result of the science."—Preface.	c- h	
Contents: Dynamical geology; Structural geology; Physiographical geology; Historical geology.	1-	
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844. [544.] Story of the earth in past ages. H. G. Seeley. N. Y., D. Appleton & Co., 1895. 186 p. il. S. (Lib. of useful stories.) cl		0 .32
Λ brief and interesting account of the earth from the standpoint of geology.	t	
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845. First book in geology: designed for the use of beginners. Nathaniel Southgate Shaler. Bost., D. C. Heath & Co., 1899. 255 p. il. D. bds	,	5 .39
For use in High schools and in eighth grades. This will be good book for the Science section in Library reading. Contents: Pebbles, sand, and clay; Making of rocks; Work of water and air; bepths of the earth; Irregularities of the earth Origin of valleys and lakes; Movements of the earth's surface Place of animated things in the world; Sketch of the earth's origin life; Nature and teaching of fossils: Origin of organic life Brief account of the succession of events on the earth's surface Crystalline rocks.	of ; ; ;	
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846. [545.] Elementary geology. Ralph Stockman Tarr N. Y., Macmillan & Co., 1897. 499 p. O. hf leath		0 1.26
A fine reference book.		

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847. Desert: Surther studies in natural appearances.

John C. Van Dyke, N. Y., C: Scribner's Sons,
1901. 133 p. D. et.

1.25 - 1.12

The author of "Nature for its own sake" and "Art for art's sake" has been studying during the past two years the great Colorado Mojave desert. He gives not only a complete picture of the desert, but a chronicle of the aesthetic and moral sensations awakened in this unique environment.

The book is an artist's description of natural phenomena and will be very interesting reading for the Library reading class in Science.

Contents: Approach; Make of the desert; Bottom of the bowl; Silent river; Light, air, and color; Desert sky and clouds; Illusions; Cactus and grease wood; Desert animals; Winged life; Mesas and foot-hills; Mountain barriers.

PHYSICAL GEOGRAPHY AND PHYSIOGRAPHY.

This is a branch of study that involves the elements of all the sciences. It is therefore necessary for the instructor before he begins the subject to ascertain what knowledge the pupils have of botany, physics, geology, astronomy, chemistry, etc. If they have had training in nature work and elementary science in the grades, the study of physical geography may not be found difficult.

In some instances it will be found necessary for the instructor to revert to some of the elementary principles of the sciences involved.

The aim of the teacher in physical geography should be to have the pupil acquire a knowledge of the relation of earth to man, which must necessarily involve a thorough study of the immediate environment of man.

After establishing a definite aim for each recitation, the teacher should carefully ascertain what things the pupil must know in order to realize this aim; what of these things are now known, and proceed accordingly with the instruction, teaching what remains to be known.

As text-books differ in the subject matter treated, it is recom-

mended that the study of physical geography shall include the following general considerations, consuming the time allotted to the subject in the high school:

- 1. The earth as a planet and its relation to the solar system.
- 2. A brief geological history of the earth with special reference to Wisconsin and the United States.
- 3. The land distribution and the relief of its various divisions,—volcanoes and earthquakes.
- 4. The water distribution, continental drainage, erosion, waves, tides, ocean currents, glaciers, and geysers.
- 5. The atmospheric movements and their causes, with a careful study of climate and its causes.

(If time permits, the following subjects may be pursued:)

- 6. The human race as distributed.
- 7. The animals and plants as distributed.
- 8. The economic products, including variety of soil, distribution and use of coal, ores, building stone, and natural gas.

The practical side of the subject should not be neglected. The rivers, creeks, lakes, hills, valleys, railroad-cuts, storms, the sky, day and night,—all furnish an opportunity for personal observation. The laboratory will probably furnish apparatus for demonstration.

This book is a brief account of the origin and heat of the atmosphere, its nature, composition, temperature, and general circulation. There are chapters on dew, fog and clouds, rain, snow and hall, cyclones, whirlwinds, water-spouts, tornadocs, etc.

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849. [555.] Ice-work present and past. T. G. Bonney. N. Y., D. Appleton & Co., 1896. 295 p. il. D. (International scientific series, no. 84.) cl..... 1.50 .98

Most interesting topics are: Glaciers past and present; Arctic and Ant-arctic ice-sheets; lake basins and their relation to glaciers;

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ice work in various parts of the world; possible causes of glacial epoch; glacial deposits and general principles of interpretation,

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\$50. [549.] Volcanoes: their structure and significance. T. G. Bonney, N. Y., G. P. Putnam's Sons, 1899. 332 p. il. O. (Science series.) cl.....

"In writing this book I have endeavored to lead the reader · through the discussions of varied phenomena of volcanic action in the present and in the past towards ascertaining by inference the cause or causes of eruptions.

Contents: Life history of volcanoes; the products of volcanoes; dissection of volcanoes; geological history of volcanoes; distribution of volcanoes; theories of volcanoes.

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§51. Elementary meteorology. William Morris Davis. Bost., Ginn & Co., 1899. 355 p. il. O. el.

A valuable reference book for teachers and students of physical geography. This treatise is accurate, systematic, and complete,

Mg

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852. Reader in physical geography for beginners. Richard Elwood Dodge. N. Y., Longmans, Green &

.70.63

A very suggestive book bringing together the more important principles of Physical Geography in a form that can be used by beginners in the subject.

References: Centers of industry, 28-35; Agriculture, 36-40; Lumbering, 43-46; Erosion, 65-80, 101-1, 125-27; Volcanoes, 154-61; Mountains, 144-53; Weather, 171-75; Soils, 198-205; Commerce, 33-36; Tides, 111-13; Glaciers, 121-36; Climate, 171-197.

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853. Introduction to physical geography. Grove Karl Gilbert, and Albert Perry Brigham. N. Y., D. Appleton & Co., 1902. 380 p. il. (Twentieth eentury text-book.) D. cl.

1.25 - 1.12

"The authors have striven to adapt this book to the earlier stages of the High school course. To this end the statements are simple, technical terms are sparingly used, and when employed they are promptly defined. Thus approached, physical geography may well serve to introduce young students to the spirit and method of science. The aim of this volume as set forth will explain the omis-

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'sion of a few of the more difficult conceptions of land physiography which appear in some school texts."--Preface,

The illustrations are closely correlated with the text and are a feature of the book which deserve special commendation.

Contents: Earth, Earth and the sun; Rivers; Weathering and soils; Wind work; Glaciers; Plains; Mountains and plateaus; Volcanoes: Atmosphere; Winds, storms and climate; Earth's magnetism; Ocean; Meeting of the land and sea; Life; Earth and man,

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11 23 ab

854. [559.] About the weather. Mark W. Harrington. N. Y., D. Appleton & Co., 1899. 246 p. il. D. (Appleton's home reading books.) cl.

.65.58

A good elementary book for reference.

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H S1 el

855. Elements of physical geography: for the use of schools, academies, and colleges. Edwin J. Hous-Philadelphia, Eldredge & Brother, 1901.

1.251.12

This is a complete revision of the old Houston Physical geography. Its mechanical features have been greatly improved, especially in reducing the size to an octavo; the print is clear and the cuts will be found valuable additions to the text matter. A good elementary text.

Mg

II 98 ph

856, [543.] Physiography: an introduction to the study of nature. T. H. Huxley. N. Y., D. Appleton & Co., 1895. 384 p. map. il. D. el.

2.50 1.64

A broad view of the general subject of physiography. Good for reference.

Mg

P 87 ph

857. [542.] Physiography of the United States. Powell and seven others. N. Y., American Book Company, 1897. 345 p. il. Q. cl. 2.50 2.10

One of the best books on the list. Will interest older pupils. Contents: Physiographic processes: physiographic features: physiographic regions of the United States; present and extinct lakes of Nevada: beaches and tidal marshes of the Atlantic coast; the northern Appalachians: Niagara Falls and their history; Mount Shasta a typical volcano; physical geography of southern New England; the southern Appalachians.

MgList Price to R 24 el price, schools, Elementary physical geography: an outline of phys-858. iegraphy. Jacques W. Redway. N. Y., C: Scribner's Sons, 1901. 383 p. il. and maps. O. cl... -1.25 - 1.12"In scope this book contains all the principles recommended by the Committee of Fifteen, and such other features as have suggested themselves to the author. It is designed to be used in the junior grades of the High school, and in Normal schools. The arrangement of the subjects is logical, but the teacher may readily organize a course of study in the subject without reference to the present arrangement. MgR 91 gl 859, [554.] Glaciers of North America. Israel Cook Russell. Bost., Ginn & Co., 1897. 210 p. il. O. Older pupils will find very interesting. MgR 91 Ia 860. [551.] Lakes of North America. Israel Cook Russell. Bost., Ginn & Co., 1895. 125 p. il. O. 1.50 - 1.28Lakes, like mountains and rivers, have life histories which exhibit varying stages from youth through maturity to old age. The tracing of the life histories of lakes, and the recognition of the numerous agencies that vary their lives, and lead to their death, gives to this branch of physiography one of its principal charms. The history of the lakes of North America is considered in their origin, movements of waters, changes they produce in the topography of their shores, their relations to climate, their geological functions, and their connection with plant and animal life. A very readable book.

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R 91 ri

861. [552.] Rivers of North America. Israel Cook Russell. N. Y., G. P. Putnam's Sons, 1898. 327 p. il. Ö. (Science series.) cl. 2.00 1.30

A reading lesson for the students of geography and geology, Rivers and their work are treated of in this book in a most interesting way. "When once the idea is grasped that each and every one of the elements in a landscape has a history which can be read, and that the end is not yet, but still other transformations are to come, a desire is awakened for more knowledge concerning especially the work of streams, to which so many of the changes that have been made on the earth's surface, are due."

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862. [548.] Volcances of North America. Israel Cook Russell. N. Y., Macmillan Co., 1897. 346 p. O.		
cl	4.00	2.00
Mg Sh 1 as 863. [547.] Aspects of the earth. Nathaniel Southgate Sheler. N. Y., C: Scribner's Sons, 1896. 344 p. il. O. el	2.50	1.30
Mg Sh 1 ou S64. [546.] Outlines of the earth's history: a popular study in physiography. Nathaniel Southgate Shaler. N. Y., D. Appleton & Co., 1898. 417 p. ii. D. cl. The object of this book is to provide the beginner in the study of the earth's history with a general account of those actions whice can be readily understood, and which will afford a clear understanding as to the nature of the processes which have made this an other celestial spheres. It has been the writer's purpose to select those series of facts which serve to show the continuous operation of energy so that the reader might be helped to a clearer conception of the nature of this sphere than he can obtain from the ordinary text books.	1.75 f a t s	1.15
Mg T17el 865. [539.] Elementary physical geography. Ralph S Tarr. N. Y., Macmillan Co., 1897. 488 p. il. D. half leath		1.26
Mg T 97 fo 866. [553.] Forms of water in clouds and rivers, ice and glaciers. John Tyndall. N. Y., D. Appleton & Co., 1897. 196 p. il. D. (International scientific series.) cl. One of the best books on the subject. Especially good on glaciers.	1.50	.98

Mg W 14 el		Price to
867. [557.] Elementary meteorology. Prank Waldo. N. Y., American Book Company, 1896. 373 p. il. D. cl.		0 1.28
This is a brief outline of the subject of meteorology for reference Conditions of atmosphere and their probable explanations, and at mospheric movements, are discussed.		
BIOLOGY.		
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868. [566.] Primer of evolution. Edward Clodd. N. Y., Longmans, Green & Co., 1895. 186 p. il. S. cl.	. 7	5 .50
The subject of evoluton in a nurshell. Brief, concise, and clean		
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869. [565.] Story of germ life. H. W. Conn. N. Y., D. Appleton & Co., 1898. 199 p. il. S. (Lib. of useful stories.) cl	. 4	0 .32
A brief outline of the subject of bacteria, and their importance in the world, not only in causing disease, but as agents in othe natural phenomena. Will open up a new field of interest to the pupils.	1.	
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#870. Origin of species by means of natural selection: or the preservation of favored races in the struggle for life, with additions and corrections from sixth and last English edition. Charles Darwin. N. Y., D. Appleton & Co., 1902. 2 vol. in 1. O. cl.... 2.00.50

For reference for the teacher and advanced students in Biology,

The author believes that Natural Selection has been the most important means of modification of the species and has made an effort in th's volume to give his readers a clear insight into the means of modification and cordaptation.

Contents: Introduction; Variation under domestication; Varia tion under nature; Struggle for existence; Natural selection; or, the survival of the fittest; Laws of variation; Difficulties of the theory; Miscellaneous objections to the theory of natural selection; Instinct.

MΥ List Price to price, schools. D 84 as 871. Lowell lectures on the ascent of man. Henry Drummond. N. Y., James Pott & Co., 1902. 346 p. D. Ed. 12. el. 1.00 . 65 In these pages an attempt is made to tell in a plain way a few of the things which science is now seeing with regard to the Ascent of Man. What science has to say about himself is of transcendent interest to man, and the practical bearings of this theme are coming to be more vital than any on the field of knowledge. Contents: Evolution in general; Missing factor in current theories; Why was evolution the method chosen; Evolution and sociology; Ascent of the body; Scaffolding left in the body; Arrest of the body; Dawn of mind; Evolution of language; Struggle for life: Struggle for the life of others: Evolution of a mother; Evolution of a father: Involution. My F 54 ex \$72, [568.] Excursions of an evolutionist. John Fiske. Bost., Houghton, Mifflin & Co., 1891. 379 p. D. 2.00 - 1.30For older pupils. Suitable for use in the advanced literature class as a book of essays. My J 76 fo #873. [567.] Foot-notes to evolution: a series of popular addresses on the evolution of life; with supplementary essays by Edwin Grant Conklin, Frank Mace McFarland, and James Perrin Smith. David Starr Jordan. N. Y., D. Appleton & Co., 1898. 1.75 - 1.15392 p. il. D. Excellent for reference for the teacher. Contents: Kinship of life; Evolution: what it is and what it is not: Elements of organic evolution; Factors of evolution from the standpoint of embryology; Heredity of Richard Roe; Physical basis of heredity; Distribution of species; Latitude and vertebrae; Evolution of fossil cephalopoda; Evolution of the mind; Degeneration; Hereditary inefficiency; Woman of evolution and the woman of pessimism; Stability of truth; Struggle for realities. My M 82 li 874. Life and love. Margaret Warner Morley. Chic., A. .82 C. McClurg & Co., 1899. 214 p. il. D. cl..... 1.25

and boy. The author has handled the delicate topic of the development of life in a clean and fearless manner. Contents: Introduction: First parents; Spirogyra; Division of labor: Fish life: Crustaceans; Metamorphosis of insects; Repro-

This is a book which should be read by every High school girl

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duction of insects; Flowers and insects; Plant life; Bird life; Skin changes; Periodic activity; Manumal; Variability and inheritance; Nutrition and reproducton; Value of sexual reproduction; Individuality; Male and female; Maturity; Human life; Man and the community; Conclusion.

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875. Song of life. Margaret Warner Morley. Chic., A. C. McClurg & Co., 1902. 155 p. il. D. cl....... 1.25 .82

Something of flower life, of fish life, of frozs and of birds, and of human life, form the subjects of this book. The author has a keen insight into Nature's secrets and has the ability to impart this secret to others in a graceful, simple manner.

This book is intended for the children of the grammar grades but contains much that will interest and instruct High school boys and girls.

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P 64 la

"A simple guide to a logical series of elementary studies of typical living organisms, of such nature as shall enable both teacher and student to accomplish the most desirable results," For reference.

Mv

W 69 in

877. [562.] Introduction to general biology. Edmund B. Wilson and W. T. Sedgwick, N. Y., Holf & Co., 1895. 231 p. O. (American science series.) cl. 1.75 1.58

For reference.

BOTANY.

The aim that should be insisted upon in the teaching of botany in the high school is purely a pedagogical one, namely, to make of the student to just the extent of the botany studied, a more perfect, more powerful man or woman. When the course is completed, the teacher should be able to recognize something definite and positive as having been accomplished in each of the following points:

The development of originality and independence of thought. The ability to see the relation between cause and effect.

The faculty to observe closely, and to see a thing in all its parts and bearings.

Training of the hand to express exactly and neatly, either by words or by drawings, what the eye sees and the mind conceives.

Fixed habits of patient, unremitting inquiry.

The *practical* question for the teacher of botany is simply this: What to select for his pupils to study and how to set them about it.

The first thing that should be done is to work out the conditions of plant life and economy, as illustrated by typical, closely related flowering plants. One might say to a class beginning the study of botany: "We are to investigate during the course upon which we are now starting, the question of Getting on in the world from the standpoint of a plant" (as, for example, a geranium in full flower placed before pupils). "We want to find out by very careful study and experiment the conditions,—the elements of success in life, considered solely from the point of view of the plants." Obviously this constitutes a problem, and a problem just as definite as a problem in algebra, or a question concerning the success of any man or nation. By thus stating a problem that can be clearly comprehended at the outset, little time will be lost; there will be no rambling or

vagueness, and all the attention and energy of the student can be directed at once to the solution of the problem.

In dealing with this problem of how does the plant succeed in life, one should begin where the life of the plant begins—with the seed—and from that point trace its life-history step by step through its development into the adult plant, to the point where the seeds are once more formed, thus completing the cycle of life. Of course, in all the phases and stages of this study of a life history, it is not necessary or desirable for the teacher to confine himself to the same plant or the same species of plants even. It is sufficient that any plants or parts of plants be used that are representatives of a common class.

This work should be done at *first hand*; the student should have in his own hands the plant or its parts under consideration, and should have, moreover, tools and means with which to work. Keep prominent by constant emphasis through the material and work in hand, the great law of *ntility*, or *adaptation of structure to purpose*. Lay stress upon the *life* relations of the plant to its environments of soil, air, light, and moisture, and upon the mutual relations and interdependence of the parts of a plant.

In the study of each phase of this life-problem there should be introduced, just so far as time will permit, other more or less closely related forms, including the fern and some others of the cryptograms, in order to illustrate the differences arising in different plants to adapt them more perfectly to their peculiar environments; to enable them to win more successfully in their struggle for a place in the world. At the same time, if this very important comparative work is properly developed by the teacher, it will become apparent to the pupil that there is a singleness, a eneness in essential structures and devices that unifies and simplifies the whole conception of plants. Accurate drawings and descriptions of things studied should be insisted upon, the drawings to be done on good paper with hard lead percil, and the notes written in ink on the same paper. Moreover.

the drawings and notes should be completed at the time the study is made, and should never be copied. Such a plan will eventually lead to accurate work done at first trial; while if the student is permitted to make rough sketches and hurried descripscriptions at the time he is studying the plant, to be "written up" afterwards, he will be encouraged to do careless, superficial observation, and inaccurate work.

Perhaps the most satisfactory note book is one made from heavy paper, which can be obtained from any printing office, cut to a convenient size, and punched for binding in some convenient manner,—the back of an old book or heavy manila cardboard making a good binder. The best pencil for the drawings is a Faber "6 H." Good simple microscopes with hand-rests can be had for \$1.25 each. Enough should be provided by the school, together with dissecting knife and pair of needles, to furnish each student with a set. Most of the work of this course requires no use of a compound microscope; but at times, in order to fully carry out the scheme, its need is imperative, and every high school should be supplied with enough to make it possible for students to personally study the microscopic structure of the things, an understanding of which is necessary to the full solution of the problem they are investigating.

If microscopes cannot be provided, then the teacher must substitute drawings on the blackboard, to be discussed and interpreted by the class together.

If the time of the teacher is so occupied that it is impossible to devote a period distinct from the recitation period to laboratory work every day, it will be found the best plan to alternate the laboratory work with the recitation. Less ground can be covered in that way, but in a much more satisfactory manner than if the students are left to work by themselves. In many cases the ground which the teacher attempts to cover is far too much: and the result is a superficial view that breeds a contempt for the study. Be content to do a little thoroughly.

The plan outlined will not only secure the culture for the

student, but will result in giving him the fullest information, the arcatest familiarity with the plant world about him; for there is no limit,—except the limit set by time—to the amount of comparative study that may be done. But a comparative study of plants implies a clearly defined point of departure, a type thoroughly mastered on which to base comparisons; and with that accomplished each new plant that is introduced will be alive with meaning based upon its relationships, and these meanings will all fit together to form a perfect whole, instead of being a mass of dead, disconnected facts, or unrelated, unorganized items of information.

For the use of the teacher, the following text and reference books will be found helpful:

List Price to price, schools. #878, [587.] Colours of flowers as illustrated in the British flora. Grant Allen. N. Y., Macmillan Co., 1891. . 65 119 p. il. D. (Nature ser.) cl. Some facts for use in evolution of plant life,

At 5 el

879. [580.] Elementary botany. G. F. Atkinson. N. Y., Henry Holt & Co., 1898. 444 p. il. D. cl.

For reference. The method is first to study some of the life processes of plants, especially those which illustrate the fundamental principles of nutrition, assimilation, growth, and irritability. Plants are selected from several of the great groups to show that processes are fundamentally the same,

N

880. Botany: an elementary text for schools. Liberty II. Bailey, N. Y., Macmillan Co., 1900, 355 p. il. 1.10

A very good elementary text for the use of High school papils. "There are four general subjects in this book; the nature of the plant itself; the relation of the plant to its surroundings; histological studies; determination of the kinds of plants.

Each of the subjects is practically distinct, so that the teacher

may begin where he will," Preface.

N B 15 le

List Price to price, schools

881. [575.] Lessons with plants. L. H. Bailey. Macmillan & Co., 1898. 491 p. il. D. el.98

A good book of reference for beginners. Teachers will find the introduction very suggestive.

B 26 pl

882. 1578.1 Plant life: considered with special reference to form and function. Charles Reid Barnes. N. Y., Henry Holt & Co., 1898. 428 p. il. D. cl...

1.12 - 1.00

An outline of botany from the standpoint of form and function. A good book of reference and for use in the laboratory, "Plant life" is an attempt to exhibit the variety and progressive complexity of the vegetable body; to discuss the more important functions; to explain the unity of plan in both structure and action of the reproductive organs; and finally to give an outline of the more striking ways in which plants adapt themselves to the world about them.

N

B 45 fo

884. Foundations of botany. Joseph Y. Bergen. Bost., Ginn & Co., 1902. 257 p. il. D. cl.

A good book. It gives the latest method of teaching botany, and contains sufficient standard descriptive matter and outlines for laboratory work to prepare for any college that demands botany as an entrance requirement. The book is liberally illustrated and contains a complete key to the flora of the central and northeastern states.

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B 45 ha

885. Handbook for the use of teachers: to accompany Bergen's Foundations of botany. Joseph Y. Bergen. Bost., Ginn & Co., 1901. 64 p. il. D. cl.

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A valuable aid to the teacher of botany, intended primarily to accompany the author's Foundations of botany, but may be used with other texts. It contains direction for conducting laboratory work, experimentation, and sets of questions.

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B 59 na

886. [585.] Nature's Garden: an aid to knowledge of our wild flowers and their insect visitors. Neltje Blanchan. N. Y., Doubleday, Page & Co., 1900. 415 p. il. O. cl. 3.00 2.25

"Over five hundred flowers in this book have been classified according to color, because it is believed that the novice, with no

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knowledge of botany whatever, can most readily identify the spectmen found gfeld by this method, which has the added advantage of being the simple one adopted by the higher insects. Technicalities have been avoided wherever possible."

Most beautiful plates.

treatment of the subject of botany,

C 54 la

A general view of the subject such as will lay the foundation upon which more advanced work may be built.

N

CS3 pl

This is one of the few good books in botany which every High school library should be supplied with if it is not used in the school as a text. It is comprehensive in its scope, dealing with types which represent all forms of plant life. The cuts and photographs add much to the value of the book. It gives a thoroughly scientific

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D 25 in

Darwin's books are intensely interesting to older pupils, though younger pupils will find portions interesting.

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#891. [582.] Power of movement in plants. Charles
Darwin, and Francis Darwin. N. Y., D. Appleton
& Co., 1898. 592 p. il. D. el. 2,00 1,30

N G 56 fi	List price.	Price to schools.
#892. [586.] Field, forest and wayside flowers, with chapters on grasses, sedges and ferns. Maud E. Going. (E. M. Hardinge.) N. Y., Baker & Taylor Co., 1899. 411 p. il. O. cl	1.5	0 1.13
"Untechnical studies for unlearned lovers of nature."		
N H 21 wi 893. With the wild flowers: from pussy-willow to thistledown. E. M. Hardinge (Maud Going, pseud.) N. Y Baker & Taylor Co., (1901. 271 p. il. D. Rev. ed. cl.	1.0	0 .65
$\frac{N}{K24\mathrm{ou}}$ 894. Our native trees and how to identify them. Harriet L. Keeler. N. Y., C: Scribner's Sons, 1900. 533 p. il. D. el	2.00	0 1.80
"The trees described in this volume are those indigenous to the region extending from the Atlantic Ocean to the Rocky Mountains and from Canada to the northern boundaries of the southern states; together with a few well-known and naturalized foreign trees such as the Horse-chestnut, Lombardy poplar, Ailanthus and Sycamore maple,"—Preface. Contents: Genera and species; Illustrations; Guide to the trees bescriptions of the trees; Form and structure of roots, stems leaves, flowers, and fruit; Tree stem or trunk; Species and genus Glossary of botanical names; Index of Latin names; Index of common names.	s 1 1 :	
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L 48 ou		
895. Outlines of botany: for the high school laboratory and classroom (based on Gray's "Lessons in botany"). Robert Greenleaf Leavitt. N. Y., American Book Co., 1901. 272 p. il. O. cl	1.00	0 .85
"This book offers (1) a series of laboratory exercises in the morphology and physiology of phanerogams, (2) directions for a practicable study of typical cryptogams, representing the chie groups from the lowest to the highest, and (3) a substantial body of information regarding the forms, activities, and relationships of plants and supplementing the laboratory studies. The practical exercises and experiments have been so chosen that schools with compound microscopes and expensive laboratory apparatus may have a made expensive to advantage their	n f v s t	

ratus may have ample opportunity to employ to advantage their superior equipment. On the other hand, the needs of less fortunate

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schools, which possess as yet only simple microscopes and very limited apparatus, have been constantly borne in mind. Even when the cryptogams and certain anatomical features of the phanerogams are to be dealt with, much may be accomplished with the hand lens, and, when applicable at all, it is in an elementary course usually a better aid to clear comprehension of objects examined than the compound microscope. Furthermore, the experiments covering the fundamental principles of plant physiology have been so far as possible arranged in such a manner as to require only simple appliances."

Preface.

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L 93 gu

#896. [589.] Guide to the trees. Alice Lounsberry. N. Y., Frederick A. Stokes Co., 1900. 313 p. il. D. cl. 2.50 2.25

The leading points of recognition in connection with about two hundred trees are concisely given. The illustrations are especially tine and helpful.

N

М 11 ва

A good reference book.

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M 42 f

898. Familiar features of the roadside: the flowers, shrubs, birds, and insects. Ferdinand Schuyler Mathews. N. Y. D. Appleton & Co., 1897. 269 p. il. D. cl.

75 1 15

Contents: Early wild flowers, catkins, and spring peepers; Early flowering shrubs; Shrubs belonging to the rose family—cherries, brambles, etc.; Woodland road—shrubs and flowers belonging to the heath family; Meadow singers; Little songsters—yellowbird, sparrows, and phoebe bird; Birds with unmusical voices; Birds of brilliant feathers—humming bird, jay, bluebird, tanager, ordole, etc.; Woodland singers—thrushes, vireo, and peabody bird; In leafy June—green leaves and a few beetles and butterflies; Tall midsummer weeds—members of the composite family; Bees which we pass by; Nature's color on mountain, meadow, and woodland; Golden rod—and—asters; Autumn—flowers, squirrels, and autumn colors

N

M 42 fa

899. Familiar flowers of field and garden. Ferdinaud Schuyler Mathews, N. Y., D. Appleton & Co., 1901. 208 p. d. D. New ed. cl. 1.10 1.26

Good for general reference.

N M 42 fam 900. Familiar trees and their leaves. Ferdinand Schuyler Mathews. N. Y., D. Appleton & Co., 1901. 320 p.		Price to schools.
il. O. cl	1.7	5 - 1.57
For reference. One of the features of this book deserving special commendation is its illustrations, over two hundred in number.	I	
N P 25 ac 901. According to season: talks about the flowers in the order of their appearance in the woods and fields. Frances Theodore Parsons. New, enl. ed. with thirty-two plates in color by Elsie Louise Shaw. N. Y., C. Scribner's Sons, 1902. 197 p. il. O. cl.		5 1.57
Interesting for the Library reading class in Science, Contents: Introductory; Winter; Early glimpses; Spring in th city; Spring holiday; May notes; "Leafy mouth of June"; Lon Island Meadow; Midsummer; Early August; Golden-rod and aster Autumn.	g	
N 8a 7 co 902. [588.] Corn plants: their uses and ways of life. Fred- erick Leroy Sargent. Bost., Houghton, Mifflin & Co., 1899. 106 p. il. D. cl	. 7	5 .50
Information regarding a few of the most important plants in th world. Intimate relations with our daily lives are pointed out an only such features are dwelt upon as may be readily observed Important material for geography.	1	
N Se 2 la		
903. Laboratory practice for beginners in botany. William A. Setchel. N. Y., Macmillan Co., 1897. 14 + 199 p. 16°. cl	. 9	0 .81
N W 93 fl		
#904. Flowers and ferns in their haunts. Mabel Osgood Wright. N. Y., Maemillan Co., 1901. 358 p. il. O. el.		0 1.64
A beautiful story of Nature, excellent for Library reading. The Illustrations are fine, the full page plates being engraved directly from the photographs.	1	
Contents: Coming of spring; Along the waterways; Escape from gardens; Silent woods; Some humble orchids; Poisonou plants; Fantasies of ferns; Flowers of the sun; Composite family	S	

Wayfarers; Drapery of vines; Aftermath.

ZOOLOGY.		
0	List	Price to
	price.	schools.
#905. Sea-beach at ebb-tide: a guide to the study of the seaweeds and the lower animal life found between tide-marks. Augusta Foote Arnold. N. Y., Century Co., 1901. 490 p. nl. O. cl	2.40	2.16
A guide for the amateur collector and student of the organisms both animal and vegetable, which are found upon North American beaches. Many invertebrates and some of the more notable varieties of seaweeds are described, and each individual is given it proper place in the latest classification. The book is not technical and yet is scientific enough to furnish a good foundation for widely technical knowledge. The author gives careful directions with regard to collecting—telling what to look for and where to find it what methods and tools to use in securing specimens, and how to preserve them.	1 - - - -	
This book should only be purchased by the largest High school libraries. Valuable for extended reference work.		
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906. [609.] Romance of the insect world. L. N. Badenoch. N. Y., Macmillan Co., 1898. 341 p. il. D. cl	1.23	5 .82
An interesting account of insect life in general, Contents: Metamorphoses, food, hermit homes, secial homes, and defences of insects,	ì	
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B 21 up		
907. [612.] Up and down the brooks. Mary E. Bamford. Bost., Houghton, Mifflin & Co., 1890. 222 p. il. S. (Riverside library for young people.) cl Insect life in the brooks.	. 7:	5 .48
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908. Story of the amphibians and the reptiles. James Newton Baskett, and Raymond L. Ditmars. N. Y., D. Appleton & Co., 1902, 247 p. (Appleton's home reading books.) D. cl	, G0	.51
ical structure and habits of many forms of amphibians and reptiles		
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B 29 sf		
909, [608.] Story of the fishes. James Newton Baskett. N. Y., D. Appleton & Co., 1899. 297 p. il. D. (Appleton's home reading books.) cl	. 6:	5 ,58

An unusually interesting book for young readers.

O R 85 II

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910. Life and her children: glimpses of animal life from the amoeba to the insects. Arabella B. Buckley.
N. Y., D. Appleton & Co., 1897. 312 p. il. D. cl. 1.50 .98

"The main object of this book is to acquaint young people with the structure and habits of the lower forms of life; and to do this in a more systematic way than is usual in ordinary works on Natural History, and more simply than in text-books on Zoology."—
Preface.

Portions of this book will be interesting reading for the Library reading class in Science.

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C 73 in

General study of insect life. A good book for reference.

o

D 55 mo

912. Moths and butterflies. Mary C. Dickerson. Bost., Ginn & Co., 1901. 344 p. il. O. cl............ 2.50 2.12

The author is head of the department of biology and nature study in the Rhode Island Normal School, Providence, JR. I. The book is entirely untechnical in its treatment of the subject. It will identify by means of photographs from life forty common forms, in caterpillar, chrysalis, or cocoon, and adult stages. It makes clear the external structure adapting the creature to its life; it describes and illustrates the changes in form from caterpillar to chrysalis, from chrysalis to butterfly.

Portions of this book will be of great interest to the Library reading class in science.

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956. Handbook of school-gymnastics of the Swedish system: with one hundred consecutive tables of exercises and an appendix of classified lists of movements. Baron Nils Posse. Bost., Lee & Shepard, 1962. 193 p. il. New rev. ed. T. el.	. 7	5 .68
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Material and suggestions with valuable references for debates.

zXList Price to C 54 ar price, schools, 1049. Art of reading aloud: a text-book for class instruction in practical elecution. J. Scott Clark. N. Y., Henry Holt & Co., 1892, 159 p. S. cl. 60 .54 A little book which takes up the study of "A Christmas carol" with the one object of reading it expressively. The marginal references in the main text to the principles of good reading in the first part of the book are helpful. High school teachers will find this book an aid in teaching the subject of expressive reading. XxC 54 pr 1050. Practical public speaking: a text-book for colleges and secondary schools. Solomon H. Clark, and Frederick M. Blanchard, N. Y., C: Scribner's 1.00.90 Sons, 1901. 301 p. D. cl. A helpful book for the teacher of English. Will also be found interesting to members of high school literary societies who are anxious to master the art of public speaking. This is not a book on voice culture or gesture. It deals directly and clearly with those essential qualities of speech which are necessary for good public speaking. Many examples of oratory are given illustrative of the special phases of the subject emphasized by the author such as: "The call to arms"; Patrick Henry; America's Duty to Greece, Henry Clay; Gettysburg speech, Lincoln; Reply to Hayne, Webster; Spartacus to the gladiators. zZC 84 pr 1051. Pros and cons: complete debates, important questions fully discussed in the affirmative and the negative. A. H. Craig. N. Y., Hinds & Noble. c1897. 461 p. D. cl. 1.50 - 1.15The debating society will want this book. It tells how to organize a society, gives rules governing debates, fully discusses in the affirmative and negative twenty questions, outlines six others, furnishes two hundred fifty selected topics for debate, and gives sample addresses for salutatories, valedictories, and for other occasions $\chi\chi$ L 51 pr 1052. [741.] Principles of public speaking. Guy Carleton Lee. N. Y., G. P. Putnam's Sons, 1900. 465 p. il. D. el. 1.75 1.15

A practical exposition of the art of public speaking.

2.00 1.70

 $\mathbf{z}\mathbf{z}$ List Price to M 43 re price schools. 1053, 1740.1 References for literary workers; with introduction to topics and questions for debate. Henry Matson. Chic., A. C. McClurg & Co., 1892. O. el. 3 00 1.96 Valuable outlines and references for essays and debates. This volume and Brookins and Ringwalt's "Briefs for debate" should be in every library. zZR 47 mo 1054, 1742.] Modern American oratory: seven representative orations, with notes and an essay on the theory of oratory. Ralph Curtis Ringwalt. N. Y., .90 Treats of the oration only; what oratory is; the different kinds; analysis of the oration with reference to its preparation; examples of orations by Schurz, Black, Phillips, Depew, Curtis, Grady, and Beecher are given. A good manual for students of oratory and one which will furnish excellent material for classes in argumentation and oral expression, XXSo 8 st 1055. Steps to oratory: a school speaker. F. Townsend Southwick. N. Y., American Book Company, c1900. 464 p. D. cl.85 1.00"This collection includes representative selections from the best literature, arranged and condensed for effective use in school declamation. Part First gives a sufficient outline of the technique to guide the student, but presupposes some knowledge and training on the part of the teacher, and Part Second consists entirely of selections, arranged as closely as practicable on a historical plan, but interspersed with examples of colloquial and humorous styles," GERMAN LANGUAGE. X47H 37 ge

A helpful reference book for the teachers of German,

"This book aims to be a systematic and practical treatise on subjects pertaining to the writing, printing, and uttering of Modern German. These subjects have received various degrees of attion from scholars. In the case of those that had already been fully treated, for example, Spelling & Phonetics, it was my chief

1056. German orthography and phonology: a treatise with a word-list. George Hempl. Bost., Ginn & Co.,

1898. 298 p. D. cl.

List Price to price, schools.

business to select and arrange the most important elements; on the other hand, in treating neglected subjects like Accent and the Development of German Letter-forms, I felt myself warranted in presenting more or less fully such contributions as I had to make."--Prefuce.

Contents: Orthography-Alphabet; Spelling; Division of words; Use of capitals: Punctuation.

Phonology—Phonetics: German speech-sounds; Pronunciation; Accent-Nature of accent: Pitch: Stress: Sentence-stress: Wordstress: Word-list and index.

X47

T 36 pr

1057. Practical German grammar. Ed. 3, rev. Calvin Thomas. N. Y., Henry Holt & Co., 1901. 463 p.

X47

T 71 sh

1058. Short historical grammar of the German language: translated and adapted from Professor Behaghel's "Deutsche Sprache." Emil Trechmann. N. Y., 1.00 Macmillan & Co., 1899, 194 p. S. el.

.90

"This little book is published in the hope that it may be of some use to those who are entering upon the study of the history of the German language. It is a translation, slightly altered and adapted for English students, of Dr. Otto Behaghel's book of the same name (Die deutsche Sprache), which forms one of a series of little volumes intended to popularize science and knowledge in all its departments (Das Wissen der Gegenwart). The author is well known as one of the most diligent researchers in the field of Old German and Tentonic philology and literature, and his book is the only one hitherto published which attempts to give in small compass and in popular form the results of recent studies in that sphere."-Preface.

This book will be helpful to the teacher of German.

LITERATURE.

The study of literature is not the study of the history of literature with the occasional poem or fragment of prose thrown in. To stuff the mind with the biographics of authors, and to memorize the list of books they have written is not to study literature. Instead of reading about authors and studying a text-look on literature, the student must come into direct contact with the literature and read for himself. The practice in teaching literature has been to take a few pieces of literature and to spend much time in analyzing each one. The meaning of every word is studied and its derivation traced, figures are pointed out and named, historical facts verified, accuracy of scientific facts tested, every allusion traced until in this process of viviscetion the real life has been lost. Great pieces of literature have lived not because they furnish fine fields for mental gymnastics, but because they reveal the deepest, the truest, the most beautiful, the best in life. Literature is an expression of the soul of humanity, of the whole range of human experiences, and the study of literature should consist in the interpretation of the experiences, the thoughts, the feelings, and the aspirations of the race. Dr. J. W. Stearns says: "Interpretation should consist in such things as the artistic presentation of character types, the setting forth of the play of circumstances in moulding character, the unfolding of the consequences of actions and the might of destiny, the manifestations of the spiritual meaning of material things revealing the charm of beauty in things common, touching into life the springs of noble emotions in us, filling us with a sense of the deeper meanings of life, and enlarging our sympathies."

AIMS IN TEACHING LITERATURE.

The aims in teaching literature should be to inculeate a love and desire for reading, resulting in the formation of the habit of reading; to interpret life; to give power and information; to uplift by giving new ideals and inspirations; and to cultivate a taste for good reading. The pupil ought to be taught how to read, how to handle a book, how to use an index, how to read to a topic, and how to read by skipping.

LITERARY MERIT.

Judgments in literary merit can only be formed after wide reading and many comparisons. As the student makes these comparisons he is building up his conception of style. Is the author clear in his statements? What of his skill in narration and illustration? Are his descriptions vivid? How does he interpret nature? Are his men and women real flesh and blood? How does this composition compare with others of the same kind? With others by the same author?

WHAT TO READ.

"If literature be the life of the people, it should also prepare for that kind of life in which the child is forced to live, immediately after passing out of school. While there may be room for discussion as to the style in which thought should be expressed, it is beyond dispute that the clearest writers, those who use the language to express unmistakably what they mean, those who deal with subjects that are nearest to the daily life of the people themselves, ought to become a part of the mental furnishing of each high school pupil."—J. M. Greenwood.

Lists of novels, essayists, and poets in the library should be made out, from which pupils may select what they wish to read. At least six novels should be read, each by a different author, part of them portraying life and part of them character. The students should read enough poetry by six different poets and essays by six different essayists to get a fair idea of their way of writing, as well as to get the uplift and power which come from reading. It is best to have all in the class reading novels, poetry, or essays at the same time,— though after the first two

or three pieces of literature read together to show how to study, it is best to have students read different works of literature in any one line. The library law providing for libraries in the schools now extends to high schools in cities of the fourth class, so that schools ought to have books to carry on this work. Teachers will find the notes on the books in this list especially valuable in teaching literature and directing literary readings.

PLACE OF HISTORY OF LITERATURE,—BIOGRAPHY AND LITERARY CRITICISM.

History of literature: A short course in history of literature,—taking the history in great epochs,—these epochs based upon the kind of literature produced,—may be of value in the study of literature. The history should serve as a frame-work to keep the reading organized and to help the student to get some idea of the entirety of literature. In the study of the history of literature some of the most typical pieces of literature might be read in a cursory way. It will scarcely be best to attempt anything before the period of Shakespeare.

The history of literature should come in the last term's work in literature.

Place of biography: When the student becomes so filled with the writings of any author that his personality becomes of interest then the biography may be read with profit. But the biography of an author should always be approached through his writing. In the literary production the writer has given us the best of himself.

Place of the text-book and literary criticism: After the student has read and made his judgments it is well to compare these judgments with those of critics, as found in his text-book, periodicals, and essays in criticism. The text-book should always be an aid in the work, not an end. When the study of

literature is confined to the memorizing of the facts found in a text-book, the text-book is harmful. The text-book shows the scope of the subject, is a suggestive index for study, shows where things may be found, and brings together in compact form judgments on authors in their writings.

College cutrance requirements: Essays, poetry, and fiction indicated as college entrance requirements, should fall in their proper place with other compositions of the same kind,—reserving those intended for more intensive study till the last part of the course.

THE RECITATION.

In beginning the work in any form of literature it is well to take one book or piece of literature, and for teachers and pupils to work together until the pupils gain some insight into the right way of reading.

For fiction is suggested: Ivanhoe—a picture of past life. Silas Marner—a study of character development. Rise of Silas Lapham—a study of American life, a novel of theme and a novel of character study.

For poetry is suggested: Vision of Sir Launfal, Lady of the Lake, The Princess, or a similar long poem which furnishes sufficient variety to cover work outlined under poetry.

For essays is suggested: Hunting of the Deer, or any short essay from pupils' readers.

Then let the pupil select from a given list of books such as he will like to read,—the teacher guiding the choice through the pupils' interests. In his study and recitations he should follow the models, studied with the teacher.

The work in reading and in class should be definite and clear. The student's judgments should be based upon facts he can point out. It is not enough that he says the music is smooth and flowing—he must recite or read the portions he considers "smooth and flowing" and tell what makes them so. If he call a poem imaginative he must prove his statement by selecting the imaginative portions.

The judgments should be his own and based upon his own reading.

As the student progresses the study of literature may become more and more intensive but it should never degenerate into parsing and analyzing.

The value of the study of literature will be greatly enhanced by the constant memorizing of such portions of literature as have appealed to the student in his reading, and certain recitations should be deveted to the reciting of memory gems.

Remember, that in all this work the teacher must know as far as possible what is in the pupil's mind—for the pupil can only understand and feel by the assistance of what he has already experienced, felt, and learned. He can only assimilate new ideas by means of his present ones. Every new relation of the idea helps to correct, clear, and extend the meaning, and instead of trying to get the whole meaning in its one relation it is often better to read on, getting at truth in different relations and deepening and enriching experience at the same time.

It is impossible for a student at any one time of his life to comprehend the whole of a piece of literature, no matter how much time is spent in studying it.

LITERARY READINGS.

Special Aims:

- a. To learn how to read and to utilize that knowledge in practice.
- b. To extend student's knowledge of books and to develop a taste for and a love of good literature.
- e. Through his reading to put the student in touch with life around him by making him interested in what people of the world are interested in.

NATURE OF THE READING -- CURSORY.

Scudder says, "There can be no manner of question that between the ages of six and sixteen a large part of the best litera-

ture of the world may be read." Which means that in the grades as well as in the high school this cursory reading must be carried on. Cursory reading does not mean skimming through a book and throwing it aside with no further thought—it means rapid reading to get the pith and point—which implies skill in the right way of reading and in the use of books. Says John Burroughs, "The way they teach literature in the schools and colleges is calculated to kill any love for it. It seems to me I would lose my love of Shakespeare if I had to dissect him, and find out the meaning of every word and expression. I want to ride buoyantly over the waves. I want to feel the wind and the motion—not talk about them. If I had to teach literature, I hardly know myself how I would do it. You can't by bearing on-von can't by mere intellectual force on a book show its charm. It appeals to the emotions. You have got to approach it in a different way. You must be fluid. All I should hope to do would be to give the student the key to the best literature. We would read books together. We would read good books and we would read poor books. I would say, 'well, we won't talk; we will read and see. Here is a poor book—don't vou see? It's overdrawn--'t isn't delicate!' I would get at books in their sentiment and general character, not in their details. If you tear it all in to bits, you haven't the thing itself any more."

LINES OF READING.

Literary reading should include all lines of reading. So far as possible the pupils should be guided in their choice of reading through their interests. Lists of books which are in the library should be made out in the various lines of reading from which the pupils may select the books they wish to read. It is not necessary that all the pupils in a class read the same book, or books on the same subject. Nor is it necessary that a pupil read a book from cover to cover. Many times only a portion of a book will appeal to a pupil—or be of value to him. This is especially so in science books, books of poetry, and books

where a part meets some interest started in the regular school work; as, a part of a book of history which relates to a topic in the history lesson.

GUIDING A PUPIL IN HIS CHOICE OF READING THROUGH HIS INTERESTS.

The teacher cannot guide the pupils' reading unless she makes a careful study of their interests and needs. She must lead them from the interests of today to higher and wider interests and utilize at every step interests gained in other lines of work. She must take advantage of interests closely related to old interests, or those naturally growing out of old interests; interests created by pupils' environment, as Indian relies in Wisconsin; interests in current events coming to his notice; as, a circus in town, the Spanish-American War, the celebration of Washington's Birthday, etc., etc.; interests created by another's interests; as reading a book because another says it is good. Make the pupil's present interest the basis which shall determine his present line of reading. If he is interested in fiction only, then give him a list of fiction from which he may select a book to read. By questioning, by directing his attention, or arousing his curiosity, he may be made interested in some character, place, fact, or event in the book, and this interest may be made the basis for future reading. Thus a pupil reading Ivanhoe may be led to read English history by arousing an interest in Richard, the Lion-Hearted. Again, a pupil who has read a story of Holland may be led to read a book of travel in Holland, because of interest aroused in the manners and customs of that country. If the pupils' present interest is in history, science, or other lines of work, a similar plan may be pursued. The work will have to be largely individual.

THE WAY TO GUIDE THE PUPIL IN HIS READING.

The teacher should have clearly in mind the way to read the different kinds of literature as outlined in this list, under

the topic "Literature." By questioning, by directing attention to what is essential, and by directing discussions, lead the pupils into the right way of reading. Remember that the work is new to the pupils and do not expect too much at first. Suppose the class has been reading fiction portraying life. The teacher can not expect them to cover all the points in the outline. He may ask for a single point—as descriptions of characters in the book which may be considered as types. The student may be asked to be able to report on homes and surroundings, and amusements for the next recitation. Successive topics may be taken up with the same backs or others until the pupil has a fairly good idea of what he is expected to get out of the novel of life. After considerable practice he will be able to discuss all the points in a single book.

THE RECITATION.

For convenience the classes should be divided into groups the smaller, the better; each group meeting the teacher twice a week for forty or forty-five minutes to report.

The recitations should consist of reports of what has been read, and these reports should be oral. The recitation ought to be an exchange of impressions and feelings, a talking over of what has been found enjoyable, good, beautiful, and helpful. The pupil makes his report as a contribution to the whole and stands ready to answer questions by his class-mates and teachers; to discuss with them what he has found; and to compare his judgments with theirs. Thus all take part in the recitation and attention is secured. The reports should not be too much in detail and should follow in general the plan of reading outlined in *Literature*. It is not necessary that the students in any one group read and report on the same book or on different books in the same subject.

UTILIZE THE MATERIAL GAINED IN THIS READING IN OTHER LINES OF WORK.

In the geography class the descriptions found in fiction and in books of travel may be used to advantage to help the pupils see the places studied. In the history class descriptions of life from historical fiction will help the pupil to vizualize history and to get the spirit of the times. Biography will make history real, besides giving to the pupil ideals of character and action. In the class in science the student may be led to read the books of science which will breaden and make more interesting his study of science.

Suppose the pupils are studying the topic in history "Results of the Norman Conquest in English History." There is no book that will give them a better idea of life in England at that time than Scott's "Ivanhoe." Under the topic "Character of the Saxons and Normans"—ask these pupils who have read Ivanhoe to describe the characters of Athelstane, Rowena, and Cedric, as types of Saxons; and the Norman nobles Beouf, Fitzmise, de Bracy, Bois—Guilbert, as types of Norman character. Results in language will be shown in the conversation between Gurth and Wamba. Results in literature will be shown in the French verses and Anglo-Saxon ballads. Condition in religion will be shown by the conditions of the church and the intolerance of all classes as portrayed in the novel, etc., etc.

By ealling for these topies the pupils may be led to read portions of the book more carefully, and with a young or inexperienced class it may be well to refer to the novel by pages under each topic. Not all of the literary reading is for the purpose of supplementary school work. Care should be taken not to make the work a drudgery, but a delight.

RECORDS.

A careful record of what pupils read should be kept. It is a good plan to have pupils when they have read a book write on a sheet of paper the title of the book, the author, date of reading, and things in the book which they have liked best. The following form has been found practical:

Name of Pupil - Class.

Title.	Author.	When read.	Remarks.
Prince and Pauper.	D. Clemens	Jan. 1, 1900 .	A very interesting story about two boys who change places.
Ivanhoe	Sir Walter Scott	Jan. 23, 1905	Fine book. Tells about Richard the Lion Hearted, also about knights in England long ago.
Nobility of Labor	Thomas Carlyle	Feb. 4, 190)	Shows that all labor is honorable, be it high or low, with head or hand.

If these sheets are carefully kept they will show what a student has read during his four years in the high school. Many times "the remarks" are a key to the pupil's interests and tell what he has gained from his reading.

HISTORIES OF LITERATURE.

 $\frac{Y}{Ar~6~ma}$

#1059. Manual of English literature: historical and critical, with an appendix on English metres.
Thomas Arnold. N. Y., Longmans, Green & Co.,
1899. 662 p. Ed. 9, rev. O. cl. 2.00 1.80

 Λ good book of reference. Too extended a treatment of the subject for use as anything but a reference book.

Y B 31 ta

1060. [6.] Talks on the study of literature. Arlo Bates.
Bost., Houghton, Mifflin & Co., 1898. 260 p. D.

1.50 - .98

For the teacher. Many of the essays will be enjoyed by the older pupils. Can be used in essay reading.

Y

B 39 st

1061. Studies in American letters. Henry A. Beers. Phil., George W. Jacobs & Co., c1895. 291 p. il. D. cl. 1.00 .90

A short sketch of American literature valuable as a guide-book. A reading course is appended to the chapters on each period sug-

List Price to price, schools.

gesting some of the works of the most important authors of those periods, which should be read.

Υ

B 65 ha

A general survey of literature which will prove helpful in finding an author's place and what he has written.

For reference only.

Υ

B 78 sh

1063. Short history of American literature: designed primarily for use in schools and colleges. Walter C. Bronson. Bost., D. C. Heath & Co., 1900. 374 p. S. cl.

.80 .72

The liferature has been presented in its relation to the larger life of the nation, and to the liferatures of England and the continent of Europe, for only so can American liferature be completely understood and its significance perceived. The greater writers have the larger amount of space given them, although the minor authors have not been neglected. The appendix contains nearly forty pages of extracts from not easily accessible colonial newspapers and magazines, a bibliography of colonial and revolutionary literature (13 p.), a reference list of books and articles, and index.

Υ

B 79 en

.90 .81

One of the best short surveys of English literature.

Y

B 95 li

.75 .49

"A guide to good reading for young people, and teachers' assistant, with a carefully selected list of seven hundred books."

Contents: Theories of children's reading; Reading which does not deal with totals epigrammatic literature; Works of the creative imagination; Scientific and geographical reading, books of travel; History and biography; Utilitarian literature, books of reference, miscellameous; List of books referred to in the preceding pages; Additional list of books.

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F 53 ge	price.	schools.
1066. [5.] General survey of American literature. Mary Fisher. Chic., A. C. McClurg & Co., 1899. 391 p. D. cl	1.50	86. 0
Essays in criticism which older pupils may enjoy. For comparison,	-	
Y F 75 ne		
#1067. New England primer: a reprint of the earliest known edition, with many facsimiles and reproductions, and an historical introduction. Paul Leicester Ford, ed. N. Y., Dodd, Mead & Co., 1899. 78 p. il. D. bds	1.50	.98
This little volume is a specimen of the earliest New England literature. It shows the stern Puritan mood with absolute faith fulness, and will be of interest to the classes in Colonial history and American literature. The introduction gives an excellent his tory of its origin and development.	1 -	
Y		
G 69 sh		
1068. Short history of modern English literature. Edmund Gosse. N. Y., D. Appleton & Co., 1900. 416 p. D. cl	1.50	.98
The main aim in the volume has been to show the movement of English literature and to survey the process of its growth. Contents: Age of Chaucer; Close of the Middle Ages; Age of Elizabeth; Decline; Age of Dryden; Age of Anne; Age of Johnson Age of Wordsworth; Age of Byron; Early Victorian age; Age of Tennyson; Epilogue; Biographical list; Bibliographical note.	f :	
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G 95 ha		
1069. Handbook of poetics: for students of English verse. Francis B. Gummere. Bost., Ginn & Co., 1898. 250 p. D. cl	1.00	0 .85
A concise, systematic statement of the principles of poetry. This book will be helpful to the teacher of Literature. Contents: 1. Subject-matter—Epic, Lyric and dramatic poetry II. Style; III. Metre.		
Y		
11 33 le		
1070. Lectures on the literature of the age of Elizabeth: and characters of Shakespeare's plays. William Hazlitt. London, George Bell and Sons (N. Y., Macmillan Co.), 1901. 268 + 247 pp. D. (Bohn's libraries.) cl	1.00	.90
Good for extended reference work and for the use of the Literature teacher.		, .50

Y H 51 ho		Price to schools.
1071. How to study literature: a guide to the intensive study of literary masterpieces. Benjamin A. Heydrick. N. Y., Hinds & Noble, e1902. 118 p. S. cl.		
"The aim of this manual is to facilitate the systematic, careful cod appreciative study of linerature as literature. It concentrate attention upon the text itself, not upon editorial explanation of comment. It furnishes means by which the student may ascertain for himself the chief characteristics of the book studied. It acquaints him with the fundamental principles of literary construction, and asks him to decide for himself how far these principle have been observed. Not to present ready-made opinions for himself is the aim throughout. Each book is treated as a type, a representative of a class, stand the study of a few books may open the way to the appreciation of meany. Outlines are given for the study of six literary types: in poetry the epic, lyric, and drama; in prose, fiction, the essay, and the orition."—Preface.	s r n s s s s r	
Y		
1072. [3.] Guide to the study of nineteenth century authors. Louise Manning Hodgkins. Bost., D. C. Heath & Co., 1898. 101 + 56 p. D. cl		.52
Will help the teacher in making selections in various lines.		
Y M 28 in		
1673. Introductory lessons in English literature: for high schools and academies. I. C. McNeill, and S. A. Lynch. N. Y., American Book Company, e1901. 376 p. D. el.		.85
This volume contains selections from representative America and British authors for critical study. Helpful notes and suggestions are added to each selection.		
Y		
M t3 as		
1074. [11.] Aspects of fiction and other ventures in criticism. Brander Matthews. N. Y., Harper & Bros. 1896. 231 p. D. cl		.93
Will prove herpful to the teacher and will interest older pupils. Can also be used in essay reading.	٠.	

List Price to M 43 in price, schools. 1075, [4.] Introduction to the study of American literature. Brander Matthews. N. Y., American Book Company, 1896. 256 p. il. D. cl.85 A brief and concise account of American writers and judgments on their writings. An attempt has been made to show how each of these authors influenced his time and how he in turn was influenced by it. Students may compare their judgments on what they read with these. Υ M 69 am 1076, [247.] American lands and letters. Donald G. Mitchell. 2 vols. N. Y., C: Scribner's Sons, 1898. il. O. cl. each 2.50 - 1.60Delightful reading. Older pupils will enjoy portions when already interested in an author through his writings, Υ M 69 en 1077. [248-251.] English lands, letters, and kings: 1. From Celt to Tudor; 2. From Elizabeth to Anne: 3. Queen Anne to the Georges; 4. The latter Georges to Victoria. Donald G. Mitchell. N. Y., C: Scribner's Sons, 1897-1898. 4 vols. D. cl. each 1.50.98 "I shall reckon my commentary only so far forth good as it may familiarize the average reader with the salient characteristics of the writers brought under notice, and shall put those writers into such a swathing of historic and geographic environments as shall keep them better in mind." Delightful reading which the teachers will find very helpful. Let pupils compare their judgments on their reading with these, Υ M 77 bi 1078. History of English literature. William Vaughn Moody, and Robert Morss Lovett. N. Y., C: Scribner's Sons, 1902. 433 p. D. cl. $1.25 \quad 1.12$ "An attempt has here been made to present the history of English literature from the earliest times to our own day, in a histori-

"An attempt has here been made to present the history of English literature from the earliest times to our own day, in a historical scheme simple enough to be apprehended by young students, yet accurate and substantial enough to serve as a permanent basis for study, however far the subject is pursued. But within the limits of this formal scheme, the fact has been held constantly in mind that literature, being the vital and fluid thing it is, must be taught, if at all, more by suggestion, and by stimulation of the student's own instinctive mental life, than by dogmatic assertion,"—Preface.

Emphasis has been placed upon the chief authors of each era and many minor writers who are given unnecessary space in some texts are omitted. An excellent working bibliography for further reading is given.

<u>Y</u>	List I	Price to
N 43 am	price. s	schools.
1079. American literature. Alphonso G. Newcomer. Chic., Scott, Foresman & Co., 1901. 364 p. pors. D. cl	1.00	. 90
A brief but excellent resume of American literature. The appendix contains a classified list of late and contemporary writer and a bibliography suggesting added books for reading and study	- ×	
<u>Y</u>		
On 1 hi #1080. History of American verse 1610-1897. James L. Onderdonk. Chic., A. C. McClurg & Co., 1901. 395 p. O. el		.82
Contents: Voices from the wilderness: Puritan muse; Literature in the middle colonies; Hints of nationalism; Freneau an the Connecticut choir; Delia Cruscan echoes; Birth of the artisti spirit; "The Knickerbocker school"; Poets of sentiment and passion; Poets of nature and American life; Idyllic and lyric poets Humor and satire; Idealism and realism; Aftermath.	d e s-	
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1081. History of English literature. Franklin Verzelius Newton Painter. Bost., Sibley & Ducker, e1899. 697 p. il. D. cl		1.26
For reference. This book presents a survey of the whole field of English literature. It gives considerable attention to the historical and social conditions that largely determined the character of the literature of each era. The authors of importance have been treate at length while a list of the less important writers, togethe with their principal works is prefixed to each period. Unusual prominence has been given to the nineteenth centur writers.	il i- d	
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R 39 am #1082. American literature, 1607-1885. Charles F. Rich	-	
ardson. N. Y., G. P. Putnam's Sons, 1899. 2 vol in 1. O. cl		1.96
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half-witted boy of twenty-three whose companion was a larg raven, named Grip, became mixed up with the riolers and was con- demned to death, but was reprieved and lived the rest of his lif- with his mother in a cottage and garden near the Maypole.	1-	
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Υſ

Se 1 vi

1379. [171.] Virginia Cavalier. Molly Elliott Seawell. N. Y., Harper & Bros., 1899. 319 p. il. D. cl...... 1.50 .98

George Washington as a Virginia gentleman, Will interest young readers.

YT

Sm 5 to

1380. [93.] Tom Grogan, Francis Hopkinson Smith, Bost., Houghton, Mifilin & Co., 1899. [217] p. il. D. cl. [1.50]

This very good story deals with the Labor Union. Tom Grogan is a woman contractor who continues her husband's business after his death.

Υſ

81 1 61

1.25 .82

.98

A good story of adventure at the time of the wars in England between the houses of York and Lancaster.

Yf St 4 ki		Price to schools.
1382. [121.] Kidnapped, being memoirs of the adventures of David Balfour, in the year 1751. Robert Louis Stevenson. N. Y., C: Scribner's Sons, 1899. 324 p. il. D. cl	1.50	.50
An interesting story of the adventures of a Scottish youth who is kidnapped and cast away on a desert island, and of his suffering at the hands of his uncle. It is continued in "David Balfour."		
Yf St 4 tr 1383. [120.] Treasure island. Robert Louis Stevenson. N. Y., C: Scribner's Sons, 1899. il. D	1.00	.50
An exciting story of the Spanish Main, dealing with a mysterious island, pirates, and buried treasure.		
Yf St 5 ki 1384. [166.] King Noanett: a story of old Virginia and the		
Massachusetts Bay. F. J. Stimson. N. Y., C: Scribner's Sons, 1899. 327 p. il. D. cl	1.00	.50
Yf Eb 3 em		
1385. Emperor. Georg Ebers. Translated from the German by Mrs. C. H. Storrs. N. Y., A. L. Burt, n. d. 388 p. por. D. cl	1.00	.40
The scene is laid in ancient Egypt during the time of Roman dominion, and the early upspringing of Christianity. The author devoted years of study to the infancy of Christianity, especially in Egypt.		
Yf St 6 ru		
1386. [99.] Rudder Grange. Frank R. Stockton. N. Y., C: Scribner's Sons, 1898. 292 p. D. cl One of the most charming of Stockton's stories.	1.25	.82
Yf St 6 st		
1387. [109.] Story-teller's pack. Frank R. Stockton. N. Y., C: Scribner's Sons, 1897. 380 p. il D. cl	1.50	.98
A good collection of short stories for Library reading.		

Yf St 7 dr	List price.	Price to schools.
1388. Dred: a tale of the great dismal swamp. Harriet Beecher Stowe. Bost., Houghton, Mifflin & Co. c1884. 607 p. (Cambridge classics series.) O. cl.	1.50	.98
Dred is a runaway negro slave living in the Dismal Swamp This book and "Uncle Tom's Cabin" should be read by the classes in United States history.		
Yf		
St7un 1389. Uncle Tom's cabin; or, life among the lowly. With an introductory account of the work by the author, fifteen illustrations from designs by E. W. Kemble, and a portrait of the author. Harriet Beecher Stowe. Bost., Houghton, Millin & Co., 1900. 500 p. il. and por. D. cl	. 60	54
Yf		
St71 sa 1390. [137.] Stories by American authors. N. Y., C: Scribner's Sons, 1896. 10 vols. por. S. cl. each Ten volumes of the best short stories by leading American authors.	. 7	5 .50
Yf		
#1391. [127-136.] Stories by English authors. N. Y., C: Scribner's Sons, 1896. 10 vols. S. cl. each The foregoing ten volumes contain short stories by leadin English authors portraying life in America, England, France, Germany, Ireland, Italy, London, Scotland, the Orient, and on the ser	<u>.</u>	5 .49
Yf		
Sw 5 gu 1392. Gulliver's travels. Dean Swift. Chic., Rand, Mc Nally & Co., n. d. 353 p. il. D. cl Gulliver was first a surgeon, then a sea-captain of several ship ile gets wrecked on the coast of Lilliput, a country of pygmies and subsequently makes three other voyages. These voyages ar satires on the court, ministry and policy of George I; on Willian IV; and on the false philosophers and quack pretenders to science	1.0 s. s, e	0 .65
Yf		
T32 he 1393. [37.] Henry Esmond. William Makepeace Thackeray. Bost., Houghton, Millin & Co. il. O. cl. A story of Queen Anne's reign, giving an excellent picture of the manners and customs of the period.	1.5	0 .50

Yf	T !	Dutas to
T 32 vi	price.	Price to schools.
1394. [38.] Virginians: a tale of the last century. William Makepeace Thackeray. Introductory note setting forth the history of the work. Bost., Houghton, Mifflin & Co., 1886. 2 vols. il. O. cl	1.50	.50
This story is a sequel to "Henry Esmond," containing the his tory of some of its characters. The scene is in Virginia in the eighteenth century.		
Yf		
T 37 bi		
1395. [104.] Biography of a grizzly; with 75 drawings. Ernest Seton Thompson. N. Y., Century Co., 1900. sq. D. cl	1.50	.98
The story of a grizzly bear told with wonderful insight and sympathy.	i	
Yf		
Γ 67 fi		
1396. [122.] Final war. Louis Tracy. N. Y., G. P. Putnam's Sons, 1896. 464 p. il. D. cl	1.50	.98
Imaginative description of a war of the world in 1898, of England and America against the other powers. The chief characters are many of the leading people in the political world. The descriptions of the battles are vivid and the narration is interesting.	3	
Yf		
V 65 ic		
1397. [82.] Iceland fisherman. L: Marie Julien Viaud, tr. by A. F. deKoven. Chic., A. C. McClurg & Co., 1893. D. cl.	1.00	. 65
A beautiful story. Life of the fishermen graphically described.		
Yf		
W 15 be 1398. [142.] Ben-hur: a tale of the Christ. Lew Wallace. N. Y., Harper & Bros., 1899. 560 p. S. cl	1.50	.98
An interesting story containing many graphic descriptions of Roman and Hebrew life and of Roman rule in Jerusalem during the times of Christ.		
Yf		
W 15 fa		
1399. [187.] Fair God; or, the last of the 'Tzins: a tale of the conquest of Mexico. Lew Wallace. Bost., Houghton, Mifflin & Co., 1899. 586 p. D. cl	1.50	82.
A very interesting story filled with graphic descriptions.		

Yf W 23 ex	List P	
1400. [72.] Express messenger, and other tales of the rail. Cy Warman. N. Y., C: Scribner's Sons, 1897. 238 p. D. cl		.82
Boys are usually interested in railroad life. This is a book for boys who are not much interested in reading.	r	
$\frac{\text{Yf}}{\text{W} 23 \text{ sn}}$		
1401. [92.] Snow on the headlight: a story of the great Burlington strike. Cy Warman. N. Y., D. Appleton & Co., 1899. 249 p. D. cl		.82
An impartial view of both sides of a great railroad strike.		
Yf W 29 st		
1402. [138.] Story of Ab. Stanley Waterloo, N. Y., Deubleday & McClure Co., 1897. 351 p. D. cl		.98
An interesting tale of the time of the cave men. Many new in terests may be started in the reading of this novel.		
Yf		
William William William Washer William Washeren. 1403, [77.] Beside the bonnie brief bush. Ian Maclaren.		
(pseud.) N. Y., Dodd, Mead & Co., 1897. 327 p. D. cl.		.50
Stories portraying the home life and character of the Scote people. Doctor MacLure is one of the characters which will live i literature.		
Yf		
W 33 da		
1404. Days of Auld Lang Syne. John Watson. (Ian Maclaren, pseud.) N. Y., Dodd, Mead & Co., 1895.		1.30
Short stories which give interesting pictures of life in Scotland Contents: Triumph in diplomacy; For conscience sake; Man fest judgment; Drumsheugh's love story; Past redemption; Goo news from a far country; Jamie; Servant lass; Milton's conversion; Oor lang hame.	i d	
Yf		
W 52 da 1405. [53.] David Harum: a story of American life. E:		
Noyes Wescott, N. Y., D. Appleton & Co., 1898, 392 p. D. el.		.98
One of the best character studies,		

Υf List Price to W 54 ge price, schools, 1406. [161.] Gentleman of France; being the memoirs of Gaston de Bonne, Sieur de Marsac. Stanley J. Weyman, N. Y., Longmans, Green & Co., 1899. .82 A story of adventure in France in the latter part of the sixteenth century. Yf W 63 ca 1407. [111.] Cathedral courtship and Penelope's English experience. Kate Douglas Wiggin. Bost., Houghton, Mifflin & Co., 1895. 164 p. il. D. cl..... 1.00 An interesting story for Library reading. The story is mostly one of travel with a thread of romance running through it. Υf W 63 di 1408. Diary of a goose girl. Kate Douglas Wiggin. Bost., Houghton, Mifflin & Co., 1902. 117 p. il. D. cl. .65A pretty American girl, "very tired of people," runs away from her friends and from a too ardent suitor and takes up life anew on an English goose farm as a paying guest, and becomes interested in assisting in the care of the geese. Her experience is amusingly told, and information, based upon keen observation, is given of the hens, ducks and geese that she plays attendant to. Interesting for Library reading. Υf W 63 p 1409. Penelope's Irish experiences. Kate Douglas Wiggin. Bost., Houghton, Mifflin & Co., 1901. 329 p. D. 1.25 .82 "The experiences in Ireland of Penelope, Francesca, and Salemina,—the same fun-loving trio of unconventional travelers who made such amusing excursions through England and Scotland. The quality of the books defies definition. It is all spontaneous fun, innocent mischief, and pure sentiment,-elusive in definition, but most certain in entertainment. The three friends visit picturesque localities and ont of the way places, every turn of the road making its contribution to their joyous progress. The narrative is mostly of travel and sight-seeing, but there is also a sprightly romance in which Salemina falls a victim to an Irish lover." Υf W 63 pe 1410. [76.] Penelope's Progress: being such extracts from the commonplace book of Penelope Hamilton as relate to her experiences in Scotland. Kate Douglas Wiggin. Bost., Houghton, Mifflin & Co., 1899. .82Delightful descriptions of places and people in Scotland.

Yf	List P	rice to
W 65 ne	price. s	chools.
1411. [62.] New England nun. Mary E. Wilkins, N. Y., Harper & Bros., 1891. D. cl	1.25	.82
Yf		
W 67 pr		
1412. [86.] Princeton stories. Jesse Lynch Williams. N. Y., C: Scribner's Sons, 1899. 319 p. D. cl	1.00	. 65
Bright, interesting stories of college life.		
Yf		
W 75 di		
1413. [102.] Diomed; the life, travels and observations of a dog. John Sergeant Wise. N. Y., Macmillan & Co., 1899. 330 p. il. D. cl		1.28
ability.		
Yf		
W 76 re		
1414. Red men and white. Owen Wister. N. Y., Harper & Bros., 1901. 280 p. il. D. cl		.98
"These eight stories are made up from our Western Frontier as it was in a past as near as yesterday and almost as by-gone as the Revolution; so swiftly do we proceed. They belong to each other in a kinship of life and manners, and a little through the nearer tie of having here and there a character in common. They are about Indians and soldiers and events west of the Missouri. In certain ones the incidents, and even some of the names, are left unchanged from their original reality." — Preface. Contents: Little Big Hern medicine; Specimen Jones; Serenade at Siskiyou; General's bluff; Salvation gap; Second Missouri compromise; La Tinaja Bonita; Pilgrim on the Gila.	1.50	
Yf		
Yo S la		
1415. Lances of Lynwood. Charlotte M. Yonge, N. Y., Macmillan Co., 1900. 261 p. il. D. el		.82
The scene is laid in France during the time of Edward III The story describes the expedition of Edward the Black Prince is aid of Pedro the Cruel of Spain.		
Yf		
Yo S li		
1416, [158.] Little Duke Richard, the fearless. Charlotte M. Yonge. N. Y., Macmillan & Co., 1898. 223 p.	1 95	.82
il. D. cl	1.25	. 62

Υf List Price to Yo S pr price, schools. 1417. Prince and the page. Charlotte M. Yonge. N. Y., Macmillan Co., 1901, 259 p. il. D. cl...... 1.25 .82 A story of the last crusades. Υf Yo 8 un 1418. Unknown to history: a story of the captivity of Mary of Scotland. Charlotte M. Yonge. N. Y., Macmillan Co., 1901. 589 p. D. cl.................. 1.25 .82 This story is founded on historical facts which may be found in Strickland's Life of Mary Queen of Scots, Υf Za 1 th 1419. "They that walk in darkness:" Ghetto tragedies. Israel Zangwill. N. Y., Macmillan Co., 1899. 486 These stories all have a basis in real life and will be interesting and instructive to the classes in Sociology and Library reading. They picture the dark side of life and are full of pathos. Contents: "They that walk in darkness"; Transitional; Noah's ark: Land of promise: To die in Jersualem; Bethulah: Keeper of conscience; Satan Makatrig; Diary of a Meshumad; Incurable; Sabbath-breaker.

FICTION.

The following Fiction list is classified according to the contents of the book—all the novels portraying life are grouped together, all sociological novels together, etc. For notes on the books see the preceding Fiction list.

HISTORICAL NOVELS.

Ancient times.

- 1226. Bulwer Lytton, Sir E. G. Last days of Pompeii.
- 1276. Ebers, Georg. Egyptian princess.
- 1385. Ebers, Georg. Emperor.
- 1277. Ebers, Georg. Uarda.
- 1331. Kingsley, Charles. Hypatia.
- 1398. Wallace, Lew. Ben-Hur.
- 1402. Waterloo, Stanley. Story of Ab.

Middle Ages.

- 1271. Doyle A. C. White company.
- 1338. Ludlow, J. M. Captain of the Janizaries.
- 1356. Reade, Charles. Cloister and the hearth.
- 1374. Scott, Sir Walter. Talisman.

French life.

- 1232. Catherwood, M. H. Days of Jeanne D'Arc.
- 1272. Dumas, Alexandre, Three musketeers.
- 1283. Erckmann, Emile and Chatrain, Alex. Conscript.
- 1284. Erckmann, Emile and Chatrain, Alex. Invasion of France in 1814.
- 1285. Erckmann, Emile and Chatrain, Alex. Waterloo.
- 1306. Gras. Felix. Reds of the Midi.
- 1362. Scott, Sir Walter. Anne of Geirstein.
- 1366. Scott, Sir Walter. Count Robert of Paris.
- 1372. Scott. Sir Walter. Quentin Durward.
- 1377. Seawell, M. E. History of the Lady Betty Stair.
- 1406. Weymann, S. J. Gentleman of France.
- 1415. Yonge, C. M. Lances of Lynwood.
- 1416. Yonge, C. M. Little Duke Richard, the fearless.

English and Scotch life.

- 1206. Barnes, James. Drake and his yeomen.
- 1218. Bennett, John. Master sky-lark.
- 1221. Blackmore, R. D. Lorna Doone.
- 1227. Bulwer-Lytton, Sir E. G. Last of the barons.
- 1252. Ccuch, A. T. Q. Splendid spur.
- 1260. Dickens, Charles. Barnaby Rudge.
- 1267. Dickens, Charles. Tale of two cities.
- 1268. Dix, B. M. Hugh Gwyeth.
- 1303. Gomme, G. L. Princess's story book.
- 1330. Kingsley, Charles. Hereward, the wake.
- 1332. Kingsley, Charles. Westward Ho!
- 1341. Major, Charles. When knighthood was in flower.
- 1364. Scott, Sir Walter. Black dwarf and Legend of Montrose.
- 1367. Scott, Nir Walter. Fair maid of Perth.
- 1368. Scott, Sir Walter. Fortunes of Nigel.
- 1369. Scott, Sir Walter. Heart of Midlothian.
- 1370. Scott, Sir Walter. Kenilworth.
- 1371. Scott, Sir Walter. Old mortality.
- 1373. Scott, Sir Walter. Rob Roy.
- 1376. Scott, Sir Walter. Ivanhoe.
- 1381. Stevenson, R. L. Black arrow.
- 1392. Swift, Dean. Gulliver's travels.
- 1393. Thackeray. W. M. Henry Esmond.
- 1417. Yonge, C. M. Prince and the page.
- 1418. Yonge, C. M. Unknown to history.

United States.

Period of discovery and colonial times.

- 1202. Austin, J. G. Standish of Standish.
- 1203. Austin. J. G. Betty Alden.
- 1233. Catherwood, M. H. Lady of Fort St. John.
- 1235. Catherwood, M. H. Story of Tonty.
- 1240. Churchill. Winston. Richard Carvel.
- 1242. Coffin, C. C. Daughters of the Revolution and their times.
- 1269. Dix, B. M. Soldier Rigdale.
- 1270. Doyle, A. C. Refugees.
- 1301. Goodwin, M. W. Head of a hundred.
- 1302. Goodwin, M. W. White aprons.
- 1328. Johnston, Mary. To have and to hold.
- 1379. Seawell, M. E. Virginia cavalier.
- 1384. Stimson, F. J. King Noanett.
- 1394. Thackeray, W. M. Virginians.

Revolutionary times.

- 1207. Barnes, James. For king or country.
- 1216. Bellamy, Edward. Duke of Stockbridge.
- 1222. Brady, C. T. For love of country.
- 1237. Child, F. S. Unknown patriot.
- 1248, Cooper, J. F. Sny.
- 1259. Devereux, Mary. From kingdom to colony.
- 1293. Ford, P. L. Janice Meredith.
- 1342. Mitchell, S. W. Hugh Wyne, free Quaker.

War of 1812.

1208. Barnes, James. Loyal traitor.

Civil War.

- 1239. Churchill, Winston. Crisis.
- 1274. Dunn, B. A. General Nelson's scout.
- 1275. Dunn, B. A. On General Thomas's staff.
- 1278. Eggleston, G. C. Southern seldier stories.
- 1305. Goss, W. L. Jed.
- 1347. Page, T. N. In ole Virginia.
- 1348. Page, T. N. Marse Chan.
- 1350. Page, T. N. Red rock,
- 1388. Stowe, H. B. Dred.
- 1389. Stowe, H. B. Uncle Tom's cabin.

Indian life.

- 1244. Cooper. J. F. Deerslayer,
- 1245. Cooper, J. F. Last of the Mohicans.
- 1246. Cooper, J. F. Pathfinder.
- 1247. Cooper, J. F. Pioneers.
- 1322. Jackson, H. H. Ramona.
- 1411. Wister, Owen. Red men and white.

Merico.

1399. Wallace, Lew. Fair God.

NOVELS PORTRAYING CHARACTER, CHARACTER DEVELOPMENT, AND LESSONS IN RIGHT DOING.

- 1211. Barrie, J. M. Sentimental Tommy.
- 1212. Barrie, J. M. Tommy and Grizel.
- 1230. Burnett, F. H. Louisiana.
- 1231. Cable, G. W. Bonaventure.
- 1262. Dickens, Charles. Christmas carol, and The cricket on the hearth.
- 1263. Dickens, Charles. David Copperfield.
- 1265. Dickens, Charles. Old curiosity shop.
- 1279. Eliot, George. Adam Bede.
- 1280. Eliot, George. Daniel Deronda.
- 1281. Eliot, George. Romola.
- 1282. Eliot, George. Silas Marner.
- 1308. Hale, E. E. Man without a country.
- 1229. Bunyan, John. Pilgrim's progress.
- 1309. Harte, Bret. Luck of roaring camp.
- 1310. Hawthorne, Nathaniel. House of the seven gables.
- 1316. Howells, W. D. Rise of Silas Lapham.
- 1329. Johnson, Samuel. History of Rasselas, Prince of Abyssinia.
- 1337. Loughead, F. H. Abandoned claim.
- 1351. Page, T. N. Santa Claus's partner.
- 1405. Wescott, E. N. David Harum.

NOVELS PORTRAYING LIFE.

- 1205. Barlow, Jane. Irish idylls.
- 1210. Barrie, J. M. Little minister.
- 1213. Barrie, J. M. When a man's single.
- 1214. Barrie, J. M. Window in Thrums.
- 1215. Barton, W. E. Pine knot.
- 1224. Brown, Alice. Meadow-grass.
- 1238. Chopin, Kate. Bayou folk.
- 1243. Cooper, J. F. Pilot.
- 1249. Cotes, Mr3. Everard. American girl in London.
- 1250. Cotes, Mrs. Everard. Crow's-nest.
- 1251. Cotes, Mrs. Everard. Those delightful Americans.
- 1253. Crawford, F. M. Marietta.
- 1254. Crawford, F. M. Roman singer.
- 1255. Crockett, S. R. Stickit minister's wooing.
- 1261. Dickens, Charles. Bleak house.
- 1266. Dickens, Charles. Pickwick papers.
- 1273. Dunbar, P. L. Folks from Dixie.

- 1291. Foote, M. H. Led-horse claim.
- 1994 French, Alice. Stories of a western town.
- 1296. Fuller, Anna. Pratt portraits sketched in a New England suburb.
- 1298 Gaskell, Mrs. E. C. Cranford.
- 1304. Gordon, C. W. Sky pilot.
- 1309. Harte, Bret. Luck of roaring camp and other stories.
- 1311. Hawthorne, Nathaniel. Marble faun.
- 1314. Hill, John. Stories of the railroad.
- 1317. Hoyt, D. L. Barbara's heritage.
- 1324. Jewett, S. O. Country doctor.
- 1326. Jewett, S. O. Country of the pointed firs.
- 1327. Jewett, S. O. Tales of New England.
- 1333. Kipling, Rudyard. "Captains courageous."
- 1336. Longfellow, H. W. Hyperion and Kavanagh.
- 1339. Lummis, C. F. Enchanted burro.
- 1340. Lummis, C. F. New Mexico David.
- 1344. Murfree, M. N. In the Tennessee mountains.
- 1345. Murfree, M. N. Prophet of the Great Smoky Mountains.
- 1349. Page, T. N. Old gentleman of the Black Stock.
- 1352. Parker, Gilbert. Pierre and his people.
- 1354. Porter, Jane. Scottish chiefs.
- 1355. Porter, Jane. Thaddeus of Warsaw.
- 1357. Richards, L. E. Geoffrey Strong.
- 1363. Scott, Sir Walter. Antiquary.
- 1365. Scott, Sir Walter. Bride of Lammermoor.
- 1397. Viaud, L. M. J. leeland fisherman.
- 1400. Warman, Cy. Express messenger and other tales of the rail.
- 1403. Watson, John. Beside the bonnie brier bush.
- 1404. Watson, John. Days of auld lang syne.
- 1407. Wiggin, K. D. Cathedral courtship and Penelope's English experience.
- 1409. Wiggin, K. D. Penelope's Irish experiences.
- 1410. Wiggin, K. D. Penelope's progress.
- 1411. Wilkins, M. E. New England nun.

SOCIOLOGICAL NOVELS.

- 1217. Bellamy, Edward. Looking backward, 2000-1887.
- 1219. Besant, Walter. All sorts and conditions of men.
- 1220. Besant, Walter. Children of Gibeon.
- 1292. Ford, P. L. Honorable Peter Stirling,
- 1299. Gilman, Bradley. Back to the soil.
- 1322. Jackson, H. H. Ramona.
- 1313. More, Sir Thomas, Utopia.

- 1380. Smith, F. H. Tom Grogan.
- 1396. Tracy, Louis. Final war.
- 1401. Warman, Cy. Snow on the headlight.
- 1419. Zangwill, Israel. "They that walk in darkness."

STORIES PORTRAYING SCHOOL AND COLLEGE LIFE.

- 1204. Barbour, R. H. Half back.
- 1209. Barnes, James. Princetonian.
- 1264. Dickens, Charles. Life and adventures of Nicholas Nichleby.
- 1290. Flandrau. C. M. Harvard episodes.
- 1295. Fuller, C. M. Across the campus.
- 1300. Goodloe, A. C. College girls.
- 1318. Hughes, Thomas. Tom Brown at Oxford.
- 1360. Sanderson, J. G. Cornell stories.
- 1375. Schwartz, J. A. Vassar studies.
- 1412. Williams, J. L. Princeton stories.

NATURE STORIES.

- 1200. Allen, J. L. Kentucky cardinal.
- 1358 Roberts, C. G. D. Tieart of the ancient wood.

ROMANCES AND COLLECTIONS OF SHORT STORIES.

- 1198. Aldrich, T. B. Marjorie Daw and other stories.
- 1199. Allen, J. L. Flute and violin.
- 1201. Austen, Jane. Pride and prejudice.
- 1223. Brown, H. D. Her sixteenth year.
- 1228. Bunner, H. C. Love in old cloathes and other stories.
- 1234. Catherwood, M. H. Mackinac and lake stories.
- 1256. Davis, R. H. Gallegher, and other stories.
- 1257. Davis, R. H. Soldiers of fortune.
- 1258. Davis, R. H. Van Bibber and others.
- 1286. Field, Eugene. Holy cross.
- 1287. Field, Eugene. House.
- 1288. Field, Eugene. Little book of profitable tales.
- 1289. Field, Eugene. Second book of tales.
- 1297. Garland, Hamlin. Main-travelled roads.
- 1307. Halévy, Ludovic, Abbe Constantin.
- 1312. Hawthorne, Nathaniel. Mosses from an old manse.
- 1313. Hawthorne, Nathaniel. Snow image and other twice-told tales.
- 1315. Howard, B. W. One summer.
- 1319. Irving Washington. Albambra.
- 1320. Irving, Washington. Stories and legends from Washington Irving.

- 1321. Irving, Washington. Tales of a traveller.
- 1325. Jewett, S. O. Country by-ways.
- 1334. Kipfing, Rudyard. Day's work.
- 1335. Lee. M. C. Onaker girl of Nantucket.
- 1353. Poe, Edgar. Tales.
- 1359. Saint-Pierre, Jacques Henri Bernardin de. Paul and Virginia.
- 1378. Seawell, M. E. Maid Marion, and other stories.
- 1382. Stevenson, R. L. Kidnapped.
- 1383. Stevenson, R. L. Treasure island.
- 1387. Stockton, F. R. Story-teller's pack.
- 1390. Stories by American authors.
- 1391. Stories by English authors.
- 1408. Wiggin, K. D. Diary of a goose girl.

STORIES OF ANIMALS.

- 1225. Brown, John. Rab and his friends.
- 1346. Ollivant, Alfred. Bob, son of battle.
- 1395. Thompson, Ernest-Seton. Biography of a grizzly.
- 1113. Wise, J. S. Diomed.

HUMOROUS FICTION.

- 1241. Clemens, S. L. Connecticut yankee in King Arthur's court.
- 1236. Cervantes. Saavedra Miguel de. Ingenious gentleman, Don Quixote of La Mancha.
- 1323. Jerome, J. K. Three men in a boat.
- 1386. Stockton, F. R. Rudder Grange.

LEGUNDS AND FOLK-FUTERATURE.

(Books written from a literary standpoint.)

Y1

C \$2 no

1420. [318.] Popular romances of the middle ages. Sir George W. Cox and Eustace Hinton Jones. N. Y., Henry Holt & Co., 1886. 511 p. D. cl...... 2,25-1,50

Interesting and brings to the pupil many tales referred to in his general reading,

YI

GSS pii

Indian folk-lore tales. The author has written these stories just as he received them from the bps of aged Indian historians.

List Price to price. schools.

"As the Indians have no written characters, memorable events are retained only in the minds of the people, and are handed down by the elders to their children, and by these again transmitted to their children, so passing from generation to generation. Until recent years, one of the sacred duties of certain elders of the tribes was the handing down of these histories to their successors. As they repeated them, they impressed upon the hearer the importance of remembering the stories precisely as told, and of telling them again exactly as he had received them; neither adding nor taking away any thing. Thus early taught his duty, each listener strove to perform it, and to impress on those whom he in turn instructed a similar obligation."— Prefuce.

Contents: Stories and the story-tellers; Bluejay stories; Punishment of the stingy; Bluejay, the imitator; Bluejay visits the ghosts; Girl who was the ring; First corn; Star boy; Grizzly bear's medicine: First medicine lodge; Thunder maker and cold maker; Blindness of Pi-wap-ok; Ragged head; Nothing child; Shield quiver's wife; Beaver stick; Little friend coyote.

YΙ

L 27 bf

2.00 - 1.30

Froissart's Chronicle is, in a certain sense, a sort of continuation of Malory's novel. Malory's book gives a picture of knighthood in the twelfth and thirteenth centuries, while Froissart's is a picture of knighthood in the fourteenth century.

Proissart gives us real events occurring in definite localities while Malory's King Arthur is unhistorical.

YI

L 27 bk

1423. Boy's King Arthur: being Sir Thomas Malory's history of King Arthur and his Knights of the Round Table. Edited for boys with an introduction by Sidney Lanier. N. Y., C: Scribner's Sons, 1901.

2.00 - 1.30

The introduction gives a short history of the sources of the cycle of Arthurian romances which will be helpful to the student of English literature. These romances should be read by the classes in English literature and English history. It gives a picture of knighthood in the twelfth and thirteenth centuries. The only changes from Malory's King Arthur are a modernization of the spelling and a cutting out of some parts of the story.

Y1 M 83 ki	List I	rice to
1424. King Arthur and the Knights of the round table. Charles Morris. Phil., J. B. Lippincott Co., 1900. 767 p. il. D. cl		.98
A modernized version of the "Morte d' Arthur," The original version of this by Malory is also on the list but it is not easy of attractive reading. This volume will be of more interest to the Library reading classes while the original version will perhaps be more valuable for use by the advanced classes in Literature.	l r	
Yt		
R 12 fr 1425. [319.] Frithjof, the viking of Norway, and Roland the paladin of France. Zenaide A. Ragozin. N. Y., G. P. Putnam's Sons. 1899. 295 p. il. D. (Tales of the heroic ages.) cl	1.50	.98
<u>Y1</u>		
R 12 si 1426. [320.] Siegfried, the hero of the North, and Beowulf, the hero of the Anglo-Saxons. Zenaide A. Ragozin. N. Y., G. P. Putnam's Sons, 1898. 332 p. il. D. (Tales of the heroic ages.) cl	1.50	.98
The two foregoing books contain tales of the heroic ages for young readers. Very well written,	•	
<u>Y1</u>		
8k 3 my 1427. [321.] Myths and legends of our own land. C. M. Skinner. Phil., J. B. Lippincott & Co., 1896. 2 vols., 317; 335 p. il. D. el	3.00	1.96
Legends of the various portions of the United States charmingly told.		
YI		
**St8le #1428. Le Morte d'Arthur: Sir Thomas Malory's book of King Arthur and of his noble knights of the round table; text of Caxton edited, with an introduction. Sir Edward Strachey. N. Y., Macmillan Co., 1901. 509 p. D. el	1,75	1.15
A compilation of the Arthurian legends. The influence of Sir Thomas Malory's book upon English literature, and English life, upon our thoughts, morals, and manners, has been great and important, hence the students of English literature should not neglect to read at least some selections from this, our first great work of English prose. The legends furnish a series of vivid pictures of knight errantry. See also Lanier's "Boy's King Arthur."	•	

POETRY.

Poetry portrays the emotional side of life. It breathes the joys, hopes, fears, sorrows, strivings, and aspirations of humanity. It gives us the divine fire of genius, teaches us the love of the beautiful, swings us into the world of imagination, and encourages us to do and to be. A poem is a work of art to be admired, and enjoyed, and felt. Music, beauty, imagination, passion, insight, inspiration, and faith are the essential characteristics of poetry and these are what should be studied.

Music: Read the poetry to the pupils so as to bring out the music and let them read it that way. They will soon find that music is varied, sometimes smooth and flowing; again, rough and broken; sometimes light and quick, again heavy and slow moving. Analyzing a number of poems by a single poet they will find that there is a sameness about his way of singing; that Tennyson's music is varied, polished and exquisite; that Bryant's music is deep, full, and resounding; that Riley's is dainty and light. Comparisons of different poets will lead to a better understanding of each one.

Beauty: Ask the pupils to select the beautiful pictures and read them to the class. Ask them to see these pictures as they are read, and encourage them to admire. Let them gather together the beautiful pictures painted by the poets and compare, and they will find that Scott's pictures are highly colored; that Tennyson gives us exquisite landscapes and beautiful pen portraits; that Byron paints nature in her grandeur; that Lowell's pictures are full of life and beauty. A careful study of how these pictures are painted will bring out that some are in detail, some in broad strokes, some clearly outlined and some only suggested.

Passion, inspiration, insight, truth and faith: Call for the passages the pupils like best and nearly always they will select those expressing passion, inspiration, insight, truth, and faith. Because they select them, be sure they appreciate them to some

degree. As they read more and more, they will come to recognize, name, and understand these characteristics, and to see that they differ in different poets. Do not expect learned discussions. Get them to give themselves up to these influences. They will read Shelley and Milten and exercise their imaginations. They will learn that some poets look deep into the human heart and see beyond the symbol, the essence, and that is insight. They will learn to look for the poet's faith in God and humanity.

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ites with children.

Υp	Tiat	Price to
A1 2		schools.
1429. Poems. Thomas Bailey Aldrich. Bost., Houghton, Mifflin & Co., c1885, 422 p. il. D. cl	1.50	.98
Yp		
Are 6 lo		
1430. Lotus and jewel: containing "In an Indian temple," "A casket of gems," "A queen's revenge," with other poems. Edwin Arnold. Bost., Little, Brown & Co., 1899, 263 p. D. cl	1.0	0 .65
Yp		
Arm 6 se		
1431. Selected poems. Matthew Arnold. N. Y., Macmillan Co., 1900. 235 p. (Golden treasury series.) S. cl	1.0	0 .90
Contents: Sonnets: Question; Requiescat; Youth and calm; Memory—picture; Youth's agitations; World's triumphs: Stagirius: To a gipsy child by the sea shore; Sohrab and Rustum; Tristram and Iseult: Saint Brandan; Neckan; Forsaken merman; Sonnets: Switzerland; Strayed reveller; Cadams and Harmonia; Apolle Musagetes; Urania; Euphrosyne; Calais sands; Dover beach; Progress: Revolutions; Self dependence; Morality; Summer night: Lines written in Kensington Gardens; Scholar:gipsy; Thyrsks: Memorial verses; Stanzas from Carnae; Southern night; Rugby chapel; Future; Notes.	:	
Yp		
Arm 6 so		
1432, [209.] Sohrab and Rustum: an episode. Matthew Arnold, intr. by Merwin Marie Snell, Chie., Werner School Book Co., 1896, 123 p. D. cl	. 5	0 ,45
Ур		
B 31 ba		
1433. [212.] Ballad book. Ed. by Katharine Lee Bates. Chic., Sibley & Ducker, 1890. 230 p. S. cl		60 .44
These rough, frank, spirited old poems are almost always favor	-	

<u>Yp</u> R 45 be		Price to schools.
1434. Beowulf: An Anglo-Saxon poem, and the fight at Finnsburg. Translated by James M. Garnett. Bost., Ginn & Co., 1900. 110 p. Fourth ed. D. cl.		
The introduction gives a short outline of the history of the Beowulf poem. This book will be of interest to the students is advanced English literature.		
<u>Yp</u>		
#1435. Poetical works of Thomas Gray: English and Latin, edited with an introduction, life, notes, and a bibliography. John Bradshaw. London, George Bell & Son, N. Y., Macmillan Co., 1901. 319 p. S. Aldine ed. cl.	. 40	.36
Yp		
B 82 1436. [202.] Poems. Mrs. E. B. Browning. N. Y., T. Y. Croweil & Co., D. (Standard library series.) cl	1.00	. 65
Yp		
1437. Complete poetic and dramatic works. Robert Browning. Bost., Houghton, Mifflin & Co., c1895. 1,033 p. por. (Cambridge ed.) O. cl	3.00	1.96
Ур		
1438. [199.] Poetical works of William Cullen Bryant. N. Y., D. Appleton & Co., 1897. 362 p. il. D. (Household ed.) cl.	1.50	.98
Yp		
B 93 1439. [198.] Complete poetical works of Robert Burns. Bost., Houghton, Mifflin & Co., 1897. 397 p. por. O. (Cambridge ed.) cl.	2.00	1.30
Yp		
B 94 so 1440. Songs of nature. Ed. by John Burroughs. N. Y., McClure, Phillips & Co., 1901. 359 p. D. cl	1.50	.98
Λ collection of the best poems in English literature which have nature as their inspiration.		

D 00 CH	List P price. se	
1441. [208.] Childe Harold's pilgrimage. Lord Byron. Ed. by William J. Rolfe. Bost., Houghton, Mifflin & Co., 1898. 288 p. il. S. cl	.75	. 64
Yp C 19 ci 1442. City ballads. Will Carleton. N. Y., Harper & Bros., 1900. 164 p. D. New ed. from new plates. cl.	2.00	1.30
Yp C 19 fa 1443. Farm ballads. Will Carleton. New ed. from new plates. N. Y., Harper & Bros., 1901. 147 p. il. D. el	2.00	1.30
Contents: Betsey and I are out; How Betsey and I made up; Gone with a handsomer man; Johnny Rich; Out of the old house; Over the hill to the poor-house; Over the hill from the poor-house; Uncle Sammy; Tom was goin' for a poet; Goin' home today; Out o' the fire; New church organ; Editor's guests; House where we were wed; Reunited; How Jamie came home; Clang of the yankee reaper; "Why should they kill my baby"? Old man meditates; Apple-blossoms; Apples growing; Christmas-tree; Autumn days; Fading flower; Picuic Sam; One and two; Death-doomed; Up the line; Forward! Ship-builder; How we kept the day; Our army of the dead; "Mending the old flag".		
Yp C 25 1444. Poetical works. Alice and Phoebe Cary. Bost., Houghton, Millin & Co., c1882. 341 p. il. D. cl	1.50	.98
Yp C 39 ca 1445. Canterbury tales. Geoffrey Chaucer. From the text and with the notes and glossary of Thomas Tyrwhitt condensed and arranged under the text. N. Y., D. Appleton & Co.,1897. 587 p. New ed. S. cl	1.00	. 65
Yp C 67 1146. [204.] Poetical works of Samuel Taylor Coleridge, ed. by Derwent and Sara Coleridge. N. Y., D. Appleton & Co., 1887. 388 p. por. D. (Household edition.) cl.	1.50	.98

Yp D 911	List	Price to schools.
1447. Lyrics of lowly life. Paul Laurence Dunbar. Introduction by W. D. Howells. N. Y., Dodd, Mead & Co., 1902. 208 p. por. S. cl		
Mr. Dunbar is a negro, born of negroes who were slaves, and in whom there was no admixture of white blood. He was an elevator boy before and after he began to write poems. Knowing these facts it seems almost a miracle that he should have produced this volume. Mr. Howells thinks the most original poems in the collection are those written in the negro dialect and believes them a distinctly new contribution to our literature. Of the whole volume he says "He has at least produced something that, however we may critically disagree about it, we cannot well refuse to enjoy; in more than one piece he has produced a work of art."	- s - n ,	
Υp		
1448. Lyrics of the hearthside. Paul Laurence Dumbar. N. Y., Dodd, Mead & Co., 1902. 227 p. por. S. cl.	1.2	5 .82
A pretty volume of verse, which includes dialect poems, uniform with the author's "Lyries of lowly life,"	1	
Yp Eg 3 am 1449. [214.] American war ballads and lyrics. Ed. by George Cary Eggleston. N. Y., G. P. Putnam's Sons, 1889. Two volumes in one. 226; 278 pp. il. S. cl	1.5	0 .98
Yp Em 3 1450. Complete poetical works. Ralph Waldo Emerson. Bost., Houghton, Mifflin & Co., c1895. 315 p. por. D. (Household edition.) cl	1.5	0 .98
Yp F 45 li 1451. Little book of western verse. Eugene Field. N. Y.,		v r 00
C: Scribner's Sons, 1901. 202 p. D. cl Contents: Casey's table d'hote: Our lady of the mine; Conver sazzhyony; Prof. Vere de Blaw: Marthy's younkit; Old Englis lullaby; "Lollyby. lolly, lollyby": Orkney lullaby; Lullaby by the sea; Cornish lullaby: Norse lullaby; Sicilian lullaby; Japan ese lullaby; Little croodlin-doo; Dutch lullaby; Child and mother Mediaeval eventide song; Christmas treasures; Christmas hymn Chrystmasse of olde.	- n : -	25 . \$2

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Contents: Rock-a-by lady; "Booh"! Garden and cradle; Night wind; Kissing time; Jest 'fore Christmas; Beard and baby; Dinkey-bird; Drum; Bead babe; Happy household; So, so, rock-a-by so! Song of Luddy-dud; Duel; Good-children street; Delectable ballad of the Waller lot; Stork; Bottle tree; Googly-goo; Benchlegged Fyce; Little Miss Brag; Humming top; Lady Button-eyes; Ride to Bumpville; Brook; Picnic-time; Shufle-shoon and Amberlocks; Shut-eye train; Little-oh-dear; Fly-away horse; Swing high and swing low; When I was a boy; At play; Valentine; Little All-aloney; Seein' things; Cunnin' little thing; Doll's wooing; Inscription for my little son's silver plate; Fisherman Jim's kids; "Fiddle-dee-dee"; Over the hills and far away.

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Contents: Father's way; To my mother; Korner's battle prayer; Gosling stew: Catullus to Lesbia; John Smith; St. Martin's lane; Singing in God's-Acre; Dear old London; Corsican hillaby (Foik-song); Clink of the ice; Bells of Notre Dame; Lover's lane, St. Jo; Crumpets and tea; Imitation of Dr. Watts; Intrymintry: Modiesky as Cameel: Telling the bees: Tea-gown: Doctors: Barbara: Café Molineau: Hoffy and ivy: The Boltons, 22: Dibdin's ghost; Hawthorne children; Bottle and the bird; An eclogue from Virgil; Pittypat and tipptytoe; Ashes on the slide; Lost Cupid of Moschus; Christmas Eve; Carlsbad; Sugar-plum tree; Red; Jewish luflaby; At Cheyenne; Naughty doll; Pneumogastric nerve; Teeny-weeny; Telka; Plaint of a Missouri 'coon; Armenian hullaby; Partridge; Corinthian hall; Red, red west; Three kings of Cologne; Ipswich; Bill's tenor and my bass; Fiducit (from the German); "St. Jo Gazette"; In Amsterdam; To the passing saint: Fisherman's feast; Nightfall in Dordrecht (Slumber song); Onion (art: Grandma's bombazine; Rare roast beef; Ganderfather's gift: Old times, old friends, old love; Our whippings; Bion's song of Eros; Mr. Billings of Louisville; Poet and king; Lydia Dic: Lizzie: Little Homer's slate; Always right; "Trof, my good steed"; Providence and the dog; Gettin' on; Schnellest Zug; Bethlehem-town; Peace of Christmas time; Doings of Delsarte; Buttercup, poppy, forget-me-not.

These two books contain many of Field's most beautiful poems and should be in every library.

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1154, [215.] "For the country." Richard Watson Gilder, N. Y., Century Co., 1897. 69 p. D. cl. 1.00 .63

A little collection of patriotic poems,

Contents: Washington at Trenton; The spirit of Abraham Lin-

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and success.

List Price to price. schools. coln: The burial of Grant; The dead comrade; Sheridan: Sherman: Memorial Day; The North to the South; Lowell; Failure 1455. [194.] Complete poetical works of Oliver Wendell Holmes. Bost., Houghton, Mifflin & Co., 1895. 352 p. por. O. (Cambridge edition.) cl. 2.00 1.30 1456. [201.] Poems. Jean Ingelow. N. Y., T. Y. Crowell & Co. D. (Standard library series.) cl. 1.00 . 65 1457. Complete poetical works and letters. John Keats. Bost., Houghton, Mifflin & Co., 1899. 473 p. por. O. (Cambridge edition.) cl.

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1458. Departmental ditties and ballads and barrack-room ballads. Rudyard Kipling. N. Y., Doubleday & McClure Co., 1899. 217 p. O. cl.

A book of poems which will be interesting to the girls.

 $\mathbf{Y}\mathbf{p}$ L 26 vi

1459. Vision of Piers the plowman: an English poem of fourteenth century. William Langland. Done into modern prose with an introduction by Kate M. Warren. N. Y., Macmillan Co., 1899. 143 p. Ed. 2, rev. D. cl.

"This book has been prepared for an audience of general readers. It naturally does not aim at appealing to the circle who read the poem in the original; nor has there been any attempt to adapt it to the requirements of those students who look upon English literature as a subject for examination to be 'got up' from 'set books'. My rendering is not a line-for-line translation. But it has been prepared for an increasing number of readers who, without being scholars in Early English, are yet sufficiently interested in our early literature to wish to read Piers the Plowman for themselves. either as pure literature, or in order to find the social history in it. In connection with the teaching of English literature in schools, and with lectures of different kinds under the University Extension system, I hope the book may also be of use."-Preface.

$\frac{\mathrm{Yp}}{\mathrm{L} \ 27 \ \mathrm{bp}}$		Price to schools.
1460. Boy's Percy: being old ballads of war, adventure and love, from Bishop Thomas Percy's "Reliques of ancient English poetry"; together with an appendix containing two ballads from the original Percy folio Ms. Edited for boys with an introduction by Sidney Lanier. N. Y., C: Scribner's Sons, 1898. 441 p. il. D. cl.	2.00	0 1.30
Each ballad is given here exactly as it stands in the original ex- cept that the spelling has been modernized and some parts cut out. These thoughts and forms of the old English harpers and singer- will give the students a more vivid picture of the early heroic soul- that loved harp and song. Students of early English history should read these ballads.		
Yp		
L 32 1461. Complete poetical works. Lucy Larcom. Bost., Houghton. Mifflin & Co., c1884, 325 p. por. (Household edition.) D. cl	1.50	.98
Yp	2.00	1.30
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L 95 1463. [193.] Complete poetical works of James Russell Lowell. Bost., Houghton, Mifflin & Co., 1896. 492 p. por. O. (Cambridge edition.) cl	2,00	1.30
Yp		
M 11 la 1464. [213.] Lays of ancient Rome, together with lvry, The Armada, A radical war song, The battle of Mon- contour, Songs of the civil war. Lord Macaulay, N. Y., G. P. Putnam's Sons. 237 p. il. T. cl.,	.50	.35
Stirring poems.		
Yp M 64		
1165, [205.] Poetical works of John Milton. Intr. by David Masson. N. Y., Macmillan & Co., 1887.	1.75	1.15

Σp Note:		Price to
M 64 pa 1466. [206.] Paradise lost. John Milton. Bost., Houghton, Mifflin & Co., 1898. 409 p. S. (Riverside classics series.) cl.	1,00	schools.
Yp R 29 bo 1467. [211.] Book of famous verse. Sel. by Agnes Repplier. Bost., Houghton, Mifflin & Co., 1894. 244 p. S. (Riverside library for young people.) cl. A collection of best poems for young people.	1.28	5 .48
$\frac{y_p}{R\ 44\ af}$ 1468. Afterwhiles. James Whitcomb Riley. Indianapolis, Bowen-Merrill Co., c1898. 196 p. D. cl	1.25	5 ,32
Contents: Proem: Herr Weiser; Beautiful city; Lockerbic street: Das Krist Kindel; Anselmo; Home-made fairy tale; South wind and the sun; Lost kiss; Sphinx; If I knew what poets know; Ike Walton's prayer; Rough sketch; Our kind of a man; Harper; Old Aunt Mary's; Illileo; King; Bride; Dead lover; Song; When Bessie died; Shower; Life-lesson; Scrawl; Away; Who bides his time; From the headhoard of a grave in Paraguay; Laughter holding both his sides; Fame; Ripest peach; Fruit-peace; Their sweet sorrow; John McKeen; Out of Nazareth; September dark; We to sigh instead of sing; Blossoms on the trees; Last night—and this; Discouraging model; Back from a two-years' sentence; Wandthis; Discouraging model; Back from a two-years' sentence; Wandthis; Discouraging model; To Santa Claus; Where the children used to play; Glimpse of Pan; Pan; Dusk; June; Silence; Sleep; Her hair; Dearth; Voice from the farm; Serenade; Art and love; Longfellow; Indiana; Time; Grant—at rest—August 8, 1885; Old-fashioned roses; Griggsby's station; Knee-deep in June; When the hearse comes back; Canary at the farm; Liz-town humorist; Kingry's mill; Joney; Like his mother used to make; Train-misser; Granny; Old October; Jim; To Robert Burns; New Year's time at Willard's; Town karnteel; Regardin' Terry hut; Leedle Dutch baby; Down on Wriggle Crick; When de folks is gone; Little town o' Tailholt; Little orphant Annie.		
$\frac{\Upsilon_{D}}{R~44~ar}$ 1469. Armazindy. James Whitcomb Riley. Indianapolis, Bowen-Merrill Co., 1895. 167 p. D. cl	1.25	5 .82

Contents: Armazindy; Blind girl; Dreamer, say; Empty glove; For this Christmas; Good-bye; He and I; How did you rest, last night? Little David; Little red ribbon; Muskingum valley; My bride that is to be; My Henry; Natural perversities; Noon hul; Old school-chum; Old-timer; Old trundle bed; Our own; Out of the hitherwhere: Poor man's wealth; Rabbii in the Cross-ties; Ringworm Frank; Serenade—to Nora; Silent victors; Song I never sing; This dear child-hearted woman; Three singing friends; To a

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poet critic; To Edgar Wilson Nye; Up and down old Brandywine; We defer things; What redress; When Lide married him; When Mainie married; Windy day; Writin back to the home-folks; Make-believe and child-play; Albumania; Barefoot boy; Charms—for cerns; Circus parade; Dolores; Envoy; Eres; Few of the bird-family; Folks at Lonesomeville; Frog; Great explorer; Home-made riddles; Idyl of the king; Jargon-jingle; King of the OO-rinktum-jing; Leonainie; Little dog-woggie; Little mock-man; Lovely child; My Mary; Orlie Wilde; Ponchus Pilut; School-boy's favorite; Slumber-song; Summer-time and winter-time; Three jolly hunters: Through sleepy-land; To a jilted swain; To remove freckles; Toy penny-dog; Trestle and the buck-saw; Twiggs and Tudens; Twintorette; Voices; When I do mock; Yellow-bird; Youthful patriot.

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Contents: Proem; Artemus of Michigan; As my uncle used to say; At Utter Loaf; August; Autumn; Bedouin; Being his mother; Blind; Blossoms on the trees; By any other name; By her white bed; Chant of the cross-bearing child; Country pathway; Cup of tea; Curse of the wandering foot; Cyclone; Dan Paine; Dawn, noon and dewfall; Discouraging model; Ditty of no tone; Don Piatt of Mac-o-chee; Dot leedle boy; Dream of Autumn; Elizabeth; Envoy; Farmer Whipple-bachelor; Full harvest; Glimpse of Pan; Go, winter; Her beautiful eyes; Hereafter; His mother's way; His vigil; Home at night; Home-going; Hoodoo; Hoosier folk-child; How John quit the farm; Iron horse; Iry and Billy and Jo; Jack the giant-killer; Jap Miller; John Alden and Percilly; John Brown; John McKeen; Judith; June at Woodruff; Just to be good; Last night--and this; Let us forgef; Little fat doctor; Longfellow; Lounger; Monument for the soldiers; Mr. What's-His-Name; My friend; Nessmuk; North and South; Old retired sea captain; Old winters on the farm; Old Year and the new; On the banks o' Deer Crick; Out of Nazareth; Passing of a heart; Plaint human; Quarrel; Quiet lodger; Reach your hand to me; Right here at home; Rival; Rivals; or the showman's ruse; Robert Burns Wilson; Rose; September dark; Shoemaker; Singer; Sister Jones's confession; Sleep; Some scattering remarks of Bub's; Song of long ago; Southern singer; Suspense; Thanksgiving; Their sweet sorrow; Them flowers; To an importunate ghost; To hear her sing; Tom Van Arden; To the serenader; Tugg Martin; Twins; Wandering jew; Watches of the night; Water color; We to sigh instead of sing; What Chris'mas fetched the Wigginses; When age comes on; Where away; While the musician played; Wifeblesséd; Wraith of summertime.

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1471. Flome-folks. James Whitcomb Riley. Indianapolis,
Bowen Merrill Co., c1900. 166 p. D. cl. 1.25 .82
Contents: As created; At Crown hill; At his wintry tent; At

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sea: Ballad with a serious conclusion: Ballade of the coming rain; Bed; Cassander; Christ; Christmas along the wires; Edge of the wind; Emerson; Enduring; Equity? Eugene Field; Feel in the Christmas-air; From Delphi to Camden; Green grass of old Ireland; Henry W. Grady; Hired man's faith in children; His love of home; Home ag'in; Home-folks; Home-voyage; Hymn exultant; Idiot; In the evening; Let something good be said; Lincoln: Loving cup: Mister Hop-toad: Moonshiner's serenade: Mother sainted; Mr. Foley's Christmas: My dancin' days is over; Name of Old Glory; Naturalist; Noblest service; Old guitar; O life! O beyond! On a fly-leaf; On a youthful portrait of Stevenson; One wich a song; Onward trail; Osear C. McCulloch; Our boyhood haunts; Our queer old world; Peace-hymn of the Republic; Red riding hood; Rhymes of ironquill; Say something to me; Sermon of the rose; Short'nin' bread song; Silent singer; Smitten purist; Song of the road; Them old cheery words; To Robert Louis Stevenson; To the judge; To "Incle Remus"; Traveling man; Uncle Sidney's logic; What the wind said; Whittier; Whelly unscholastic opinion; Your height is ours.

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1472. [207.] Neghborly poems and dialect sketches.

James Whitcomb Riley. Indianapolis, BowenMerrill Co., 1899. 215 p. il. D. cl. 1.29

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Contents: At Zekesbary: Down around the river; Kneeling with Herrick; Romancin'; itas she forgotten; A' old played-out song; Lost path; Little tiny kickshaw; Ilis mother; Kissing the rod; How it happened; Babyhood; Days gone by; Mrs. Miller; Tree-toad; Worn-out pened; Stepmother; Rain; Legend glorified; Whur mother is; Old man's nursery rhyme; Three dead friends; In Bohemia; In the dark; Wet-weather talk; Where shall we land; Champion checker-player of Ameriky; An old sweetheart; Marthy Ellen; Moon-drowned; Long afore he knowed; Dear hands; This man Jones; To my good master; When the green gits back; At broad ripple; When old Jack died; Doc Sifers; At noon—and midnight; Wild Irishman; When my dreams come true; A dos't o' blues; Bat; Way it wuz; Drum; Tom Johnson's quit; Lullaby; In the south; Old home by the mill; Leave-taking; Wait for the morning; When June is here; Gilded roll.

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Contents: God bless us every one; Jamesy; Bells jangled; An

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adjustable lunatic; Tod; Fame; Remarkable man; Nest-egg; Tale of a spider; Elf-child; Where is Mary Alice Smith? Ban; Eccentric Mr. Clark; "Boy from Zeeny"; Old man.

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1475. [200.] Poetical works of Sir Walter Scott. Memoir by Francis Turner Palgrave. N. Y., Macmillan Co., 1881. 559 p. D. (Globe edition.) cl. 1,75 1,15

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1476. Complete poetical works. Percy Bysshe Shelley.
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1548. Gustav Adolf in Deutschland, 1630-1632: from Schiller's History of the Thirty Years' War. Johann Christoph von Schiller. With notes and vocabulary by Wilhelm Bernhardt. N. Y., American Bk. Co., c1894. 143 p. D. bds	. 4	5 .38
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Sen 3 ma 1550. Marīa Stuart:. Ein Tranerspiel. Johann Christoph Schīller. Edited with German comments, notes, and questions by Margarethe Müller and Carla Wenckebach. Bost., Ginn & Co., 1901. 262 p. D. cl	.90	.76
For advanced classes.		
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1551. Wallenstein and Wilhelm Tell. Friedrich Schiller. Translated by S. T. Coleridge, J. Churchill, and Sir Theodore Martin. London, George Bell & Sons, N. Y., Macmillan Co., 1901. 420 p. (Bohn's li- braries.) D. cl.	1.00	.85
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ham Brewer, Phil., J. B. Lippincott Co., 1902, 1440 p. D. hf. leath. New ed., rev., enl.

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The aim of this book has been to present at a single glance the words or modes of speech which denote the same object, or which express the same general idea, with only slight shades of difference. There has been no attempt at elaborate discussion of the nice distinctions that obtain between words apparently synonymous; but hints of such distinctions have been given whenever it was practicable to give them briefly in a parenthetical remark.

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837.	Volcanoes: past and presentEdward Hull

839.	Volcances: what they are and what they teachJ. W. Judd
862.	Volcanoes of North America
00m.	Von. For names beginning with this prefix see the latter part
	of the name.
1487.	Wagner, LeopoldModern political orations
316.	Wakeling, G. HKing and Parliament
227.	Wakeman, Henry OffleyEurope
1135.	Wake-robinJohn Burroughs
1186.	Walden H. D. Thoreau
1545.	Waldheimat
867.	Waldo, Frank Elementary meteorology
617.	Walker, Francis A First lessons in political economy
426.	Walker, Francis A
618.	Walker, Francis APolitical economy—advanced course
1398.	Wallace, LewBen-Hur
1399.	Wallace, LewFair God
575.	Wallace, Susan ELand of the Pueblos
1551.	Wallenstein and Wilhelm TellFriedrich Schiller
243.	Walpole, Arthur SLittle Arthur's history of Greece
129.	Walter Scott
1016.	Walton, Izaak, and Cotton, CharlesComplete angler
384.	War of independenceJohn Fiske
404.	War with Spain
317.	Warburton, Rev. WilliamEdward III
43.	Warz, Adolphus William
55.	Ward, Adolphus William Dickens
1108.	Ward, Thomas Humphrey, ed English poets
987.	Waring, George E., jrStreet-cleaning
1400.	Warman, CyExpress messenger
1401.	Warman, Cy
460.	Warman, CyStory of the railroad
636. $1195.$	Warner, Amos G
1196.	Warner, Charles Dudley
1190. $1109.$	Warner, Charles Dudley
1197.	Warner, Charles Dudley
557.	Warner, Charles Dudley
583.	Warner, Charles Dudley On horseback
1089.	Warner, Charles DudleyRelation of literature to life
584.	Warner, Charles DudleyStudies in the South and West
83.	Warner, Charles Dudley Washington Irving
	Warner. Charles Dudley, ed. See American men of letters
	series
712.	Warner, Francis
	Study of children and their school training
637.	Washington, Booker T
82.	Washington Irving
83.	Washington Irving
1285.	WaterlooEmile Erckman and Alex. Chatrain
1402.	Waterloo, StanleyStory of Ab
1403.	Watson, JohnBeside the bonnie brier bush
1404.	Watson, John
	Watson, Rev. J. S., trans. See XenophonCyropaedia
613.	Wealth against commonwealth
752.	Well-bred girl in society
	Wells, Benjamin W., it. author. See Trent, William P.

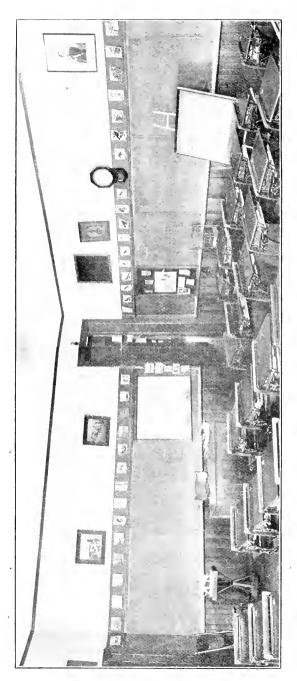
506. 109ō.	Well-worn roads of Spain, Holland, and ItalyF. H. Smith Welsh, Alfred H.
110, 1091, 344, 564, 475, 1405, 1332, 461, 1404, 792, 16, 751,	Development of English literature and language Wendell, Barrett
1587.	Wheeler, William A Explanatory
1039, 1213, 1341, 713, 714, 619, 827, 522, 1302, 1271, 551, 587, 794,	and pronouncing dictionary of the noted names of fiction Wheelwright, Edmund March School architecture When a man's single J. M. Barrie When knighthood was in flower Charles Major White, Emerson E. Elements of pedagogy White, Emerson E. School management White, Horace Money and banking White, John S. Boys' and girls' Pliny White, Richard Grant England without and within White aprons M. W. Goodwin White company A. C. Doyle White man's Africa Poultney Bigelow White umbrella in Mexico F. H. Smith Whiting, Harold Course of experiments in physical measurement Whitman, Charles Huntington, trans. See Cynewulf Christ Whitman, Sidney, ed. See Poschinger, Heinrich von Conversations with Bismarck
	Whitney, E. H., and M. D., Irans. See Duruy, Victor
1579.	Whitney, William Dwight
1481.	Whittier, John Greenleaf
1407.	Wiggin, Kate Douglas
715. 1408. 1409. 1410. 716. 717.	Wiggin, Kate Douglas
718.	Wiggin, Kate Douglas, and Smith, N. A
1017.	Wigham, H. G

929.	Wild life near home
918.	Wild neighbors Ernest Ingersoll
1009.	Wilderness hunter Theodore Roosevelt
	Wilhelm Meister's apprenticeship. Carlyle. trans
1527.	Wilnelm Meister's apprenticeship. Carryle, trans
	J. W. Goethe
1551.	Wilhelm TellFriedrich Schiller
	See his (1551) Wallenstein and Wilhelm Tell.
1552.	Wilhelm TellJ. C. F. von Schiller
1411.	Wilkins, Mary ENew England nun
988.	Wilkinson, FStory of the cotton plant
68.	William Ewart GladstoneJames Bryce
130.	William Henry Seward
120.	William PennGeorge Hodges
131.	William Shakespeare
1412.	Williams, Jesse LynchPrinceton stories
979.	Williams, Mary E., and Fisher, K. R.
010.	
0.00	Williams, Rufus P Elements of chemistry
806.	Williams, Rutus P
805.	Williams, W. Mattieu
744.	Willoughpy, Westel W.
877.	Wilson, Edmund B., and Sedgwick, W. T
	lntroduction to general biology
1018.	Wilson, Edward LMountain climbing
980.	Wilson, Lucy L. W., ed
	Handbook of domestic science and household arts
427.	Wilson, Woodrow
143.	Wilson, WoodrewGeorge Washington
745.	Wilson, WoodrowState
719.	Wiltse, Sara EPlace of the story in early education
1214.	Window in ThrumsJ. M. Barrie
16.	Wingate, C. F
457.	Winning of the west
720.	Winship, Albert EdwardGreat American educators
981.	Winslow, I. OPrinciples of agriculture for common schools
	Winstow, 1. UPrinciples of agriculture for common schools
461.	Winsor, Justin
523.	Winter, WilliamOld shrines and ivy
1136.	Winter sunshineJohn Burroughs
1413.	Wise, John Sergeant
1414.	Wister, Owen
740.	With the fathersJ. B. McMaster
893.	With the wild flowersE. M. Hardinge
1128.	Woman and the higher education
629.	Woman and the republic
1006.	Woman's book of sportsJ. P. Paret
	Wemen of colonial and revolutionary times.
	Earle, A. M. Margaret Winthrop.
	Goodwin, M. W. Dolly Madison.
	Wharton, A. H. Martha Washington,
161.	Women of the American Revolution
749.	Women of the American Revolution E. F.Ellet
767.	Women wage-carners
167.	Wonders of modern mechanism
	Woodhull, John F., jt. author. See Henderson, C. Hanford.
000	Woodman, Alpheus G., jt. author. See Richards, Ellen H.
638.	Woods, Robert A. and othersPoor in great cities
1482.	Wordsworth, William

149. 641. 642. 1192. 743. 1030. 1517. 620. 639. 904. 947. 807. 664. 642. 1512. 1019. 560. 497. 162. 318. 275.	Wordsworth F. W. H. Myers Workers: the East W. A. Wyckoff Workers: the West W. A. Wyckoff World of green hills Bradford Torrey World politics P. S. Reinsch World's painters and their pictures D. L. Hoyt Works: the annals Tacitus Wright, Carroll D. Industrial evolution of United States Wright, Carroll D. Outline of practical sociology Wright, Mabel Osgood Flowers and ferns in their haunts Wright, Mabel Osgood, and Coues, Elliott Citizen Bird Wurtz, Charles Adolphe Elements of modern chemistry Wyckoff, Walter A. Day with a tramp Wyckoff, Walter A. Workers: the East Wyckoff, Walter A. Workers: the West Xenophon. Watson and Dale, trans. Cyropaedia Yale, Leroy M., and others Angling Yellowstone National Park H. M. Chittenden Yesterdays with authors J. E. Stevens Yesterdays with authors J. T. Fields Yonge, Charlotte M. Cameos from English history Yonge, Charlotte M. Lances of Lynwood
1416. 1417. 278.	Yonge, Charlotte MLittle Duke Richard, the fearless Yonge, Charlotte MPrince and the page Yonge, Charlotte MStory of the Christians and Moors
1418.	Yonge, Charlotte M
746. 499. 347. 1585.	Young, Andrew W
	Young folks' heroes of history series. Towle, G. M. Drake. Towle, G. M. Pizarro. Towle G. M. Raleigh.
315. 1419.	Young people's history of IrelandG. M. Towle Zangwill, Israel
926.	Zoology







Fifth grade room in Lincoln school. Appleton, showing simple wall decorations. Louise Invine, Teacher.

LIST OF BOOKS

FOR

TOWNSHIP LIBRARIES

OF THE

STATE OF WISCONSIN.

Issued by the State Superintendent.

MAY, 1902.



MADISON
DEMOCRAL PRINTING COMPANY, STATE PRINTER
1902

This list was prepared by Anne H. McNeil, Library Clerk, under the direction of the State Superintendent.

N. B.—To secure prompt attention, all correspondence relating to library matters should be addressed to the State Superintendent.

Township, Village, and City Library Law.

Attention is called to the fact that the legislature of 1899 extended the provisions of the township library law to include incorporated villages and cities of the fourth class.

It also modified the law relating to the funds from towns having joint districts. (See section below.) The time for purchasing books is now from May first to September first.

Special notice is called to that portion of the law which provides that all books purchased with the funds hereby provided for, must be selected from the list prepared by the state superintendent.

Funds for library and duties of treasurer—Section 486a. The treasurer of every town, incorporated village, or city of the fourth class in this state, shall withhold annually from the apportionment received from the school fund or other income for the school district or districts, the schoolhouse or schoolhouses of which are located in his town, village or city, an amount equal to ten cents per capita for each person of school age residing therein, for the purchase of library books as hereinafter provided.

In case of joint districts—In case of joint districts between one or more towns, a town or towns and an incorporated village or city, the treasurer or treasurers of the town or towns, shall transmit to the treasurer of the town, village or city in which the schoolhouse or houses may be located, on or before the first day of June of each year, an amount equal to ten cents per capita for each person of school age residing in that part of the joint district in his town at the time of the last annual school census.

Books how and when purchased 2. Between the first days of May and September of each year, the town, village, or city clerk except that in cities having a board of education such

board of education or a majority thereof, shall act in place of the city clerk, shall, with the assistance and advice of the county or city superintendent of schools, as the case may be, expend all such money in the purchase of books selected from the list prepared by the state superintendent, for the use of the several school districts from which money has been so withheld, said books to be distributed among said districts, in proportion to the amount of money withheld from each.

Lists of books to be prepared—3. The state superintendent shall prepare, as often as he shall deem necessary, lists of books suitable for school district libraries, and furnish copies of such list to each town, village or city clerk, or secretary of the board of education, and to each county or city superintendent, from which lists the above designated officers shall select and purchase books for use in such school libraries.

Duties of town, village, city clerks, or secretaries of boards of education—4. Each town, village or city clerk, or secretary of the board of education, shall-keep a record of the books so purchased and distributed in a book provided for that purpose. For such services properly performed, each clerk or secretary shall be allowed two dollars per day for each day actually and necessarily devoted thereto, such sum to be paid out of the town, village or city treasury.

Suspension of law—Section 2. The state superintendent shall have authority to suspend the operation of this act in any school district, town, village or city which shall maintain a free public library by giving due notice of such suspension to the clerk of such school district, town, village or city.

Librarian and records—Section 486b. Unless the school district shall at the annual meeting elect some other person librarian, the clerk shall act as librarian and receive and have the care and custody of the books so distributed to the district, and shall loan them to teachers, pupils and other residents of the district in accordance with the regulations prescribed by the state superintendent. The clerk shall keep a record of the books received from the town clerk in a book furnished by the state superintendent through the town clerk; but during the time school is in session the library shall be placed in the schoolhouse, and the teacher shall act as librarian under the supervision of the clerk or of the librarian elected at the annual meeting. The state superintendent shall furnish to each town clerk suitable record books for his use and the use of the several clerks in his town.

Farm institute bulletins—Section 486c. The superintendent of agricultural institutes shall deposit with the state superintendent a sufficient number of copies of the bulletins of such institutes to supply every public school library with one copy of each edition thereof, which bulletins the state superintendent shall send to the various town clerks, who shall distribute them to such libraries in their respective towns, from which they shall be loaned in like manner and under the same regulations prescribed for the loaning of books therein.

To treasurers of towns, villages, and cities of the fourth class—Section 486a of the statutes of 1898, as amended by chapter 272 of the laws of 1899, requires that you shall withhold each year from the apportionment received from the school fund or other income, for the school district or districts the schoolhouse or schoolhouses of which are located in your town, village, or city, ten cents for each person between the ages of four and twenty years residing therein, for the purchase of library books for such districts.

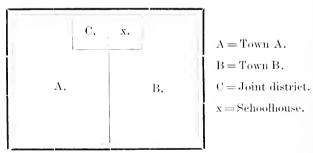
If there are no joint districts in the town, it will be evident that the sum to be withheld amounts to ten cents for each child of school age residing within the town. If there are joint districts, and the schoolhouses of these districts are located in your town, village or city, you must withhold from the school funds apportioned to you, ten cents for each child of school age residing in that part of the joint school district lying outside your town in addition to the amount withheld for the districts lying wholly within your town, village, or city. If in any joint district the schoolhouse is not located in your town, you should not withhold any money for that portion of the district lying in your town to be paid to the town clerk; but should set aside ten cents for each child of school age residing in this portion of the district in your town, village, or city to be paid to the treasurer of the town, village, or city in which the other part of the distriet lies on or before June 1.

All money required for library purposes under the law, should be set apart immediately after the school fund income has been apportioned and paid to you for your town, village, or city, and on and after May 1, that portion of it which is to be used by town village, or city clerks, boards of education in

cities, or secretaries of boards of school directors in towns having the township system of school organization, should be subject to their order. That portion which is to be paid to treasurers of other towns, cities or villages on account of joint school districts should at the same time report to these officers, although the law gives until June 1, for this payment. If it is paid over promptly May 1, there need be no excuse for delay in ordering the books.

Many complaints have been made during the past year, by town treasurers, that they have not received the sums due them from the town treasurers of other towns in which there were parts of joint districts, and town clerks have complained that they have never received the full amounts due, for this reason. If the full amount is withheld as required in each case, then the entire sum will be available at once, for the purchase of books, and any town treasurer neglecting to pay over such sums as may be due on account of the joint districts, the schoolhouses of which are located in other towns, will render himself liable, as will every other officer not complying with the provisions of law, to a fine of five hundred dollars, or one year's imprisonment, as provided by section 4549–4550 of the Wisconsin statutes.

Illustration showing how to determine amount to be withheld in ease of joint districts.



Suppose there are sixteen children of school age in the part of joint district in Town A. Suppose there are forty children of school age in the part of joint district in Town B, where schoolhouse is located. Treasurer of Town B sets aside \$5.60 (\$1.60 + \$4.00), for joint district. Treasurer of Town A

should immediately transmit to Treasurer of Town B, \$1.60. This \$1.60 should be taken from the portion of the school fund income which the town treasurer of Town A apportions to the treasurer of the joint district. Treasurer of Town A withholds no money for the sixteen children in that part of the joint district in Town A, to be used by the town clerk, as that amount has already been transmitted to the Treasurer of Town B, and will be used by the clerk of that town in the purchase of books for the district.

To clerks of towns, villages, boards of education of cities of the fourth class, and secretaries of boards of school directors in towns having the township system of school organization-By section 486a, Statutes of 1898, as amended by chapter 272 of the laws of 1899, von are required to purchase, between the first days of May and September of each year, books for the schools in your town, village or city, selected from the list prepared by the state superintendent, to the amount of the full sum which the treasurer of your town, village or city is required to withhold for that purpose. These books are to be distributed among the several districts in proportion to the amount of money withheld from each. It is your duty under the law to keep a record of books so purchased and distributed, in a book provided by the state superintendent for that purpose, and for such services properly performed, you are entitled to two dollars per day, for each day actually and necessarily devoted thereto, such sum to be paid out of the town, village or city treasury, and not from the amount withheld by the town treasurer for the purchase of books. These books should be distributed by you to the clerks of the several districts, unless von have been notified that some other person than the clerk has been elected at the annual meeting as librarian.

It is made the duty of the state superintendent to prepare lists of books for the use of the officers required by law to purchase books for the libraries, from which these officers, with such assistance and advice as they may get from the county or city superintendent of schools, as the case may be, shall select the books to be purchased. It is illegal to purchase with the money withheld by the town treasurer, any other books than those

given in the list. It is the duty of the town treasurer to withhold this money and have it subject to the order of the officers whose duty it is to purchase the books, on May 1st. Before that day the new library list will be issued, from which the books must be selected. As on May 1st the money is available for the purchase of books, the proper officers should at once make up their orders and secure the books at the earliest possible date, and at once distribute them, so that they may be available for use before the school year closes. If books are ordered early, the orders can be more promptly filled than later in the season, for the reason that in many cases the dealer is unable to secure books, because the editions have become exhausted, and thus is delayed in filling orders. The firm selected by the state superintendent to furnish the books at prices quoted, is responsible for filling orders exactly as made. If for any reason books are not in stock when the order is placed, you may rest assured that the order will be filled as soon as the lacking books can be secured, without additional expense to you.

Failure to comply with the requirements of the law renders every officer so failing liable to a fine of five hundred dollars, or one year's imprisonment, as provided in sections 4549-4550 of the Wisconsin statutes.

L. D. Harvey,
State Superintendent.

To those Charged by Law with the Selection and Purchase of Books.

1. The following list contains what are believed to be the choicest books for school libraries. In making selection for purchases it is well to consider the needs of each individual district. The law directs that the county superintendent shall assist the town clerk in making the selections. County superintendents should make it a point to get the advice of the teachers and profit by their experience with books and children. In general it is best to choose books that are certain to be within the capacity of the greater number of children. It is better to err on the side of selecting books that are too simple than that of selecting those which will be of little service because they are too difficult. Make the selection so as to cover as wide a range of subjects as possible and furnish books for all grades. As soon as this list is received the order should be prepared and sent in to the firm that is to supply the books.

At the beginning of the year, the dealer has the full list in stock. His contract'is for one year only and it is to his advantage to close out the stock before the end of the year. If the books are ordered late he is not likely to have them in stock and they must be ordered from the publishers, thus causing delay and unnecessary trouble.

2. Leading topics in many of the books have been paged. See "References," Not only will these indicate the contents of the books to the town clerks and the county superintendents, but the teachers will find them helpful in using the books in school and in finding material on various subjects in which the children should be interested.

NOTES ON BOOKS.

3. The notes on the books are made from the standpoint of the teacher, and to aid the teacher in directing the reading of the pupils. The educational and ethical values are pointed out and the things which will interest pupils are indicated.

GRADING.

4. It is very difficult to grade books to suit all schools. What a child wants to read depends upon what he has read, what he is interested in, and the work the teacher does with him in the line of reading, rather than upon the number of years he has attended school. Many books of the upper form ought to be read to children of the lower form by the teacher. Parts of books directly in the line of children's interests can be read by the children, when the entire book would be out of the question.

SUBJECT INDEX.

5. A new feature of this year's list is a subject index. The arrangement of this index is an alphabetical one, and under each subject are grouped the references to books upon the list containing material on that subject. Each reference is made to the List number, Author and Title of a book and when only a portion of a book bears upon a topic, reference is also made to the pages of the books on which the topic is treated.

The intention has not been to make an exhaustive index to all the material in all of the books upon the List. The purpose is rather to make a suggestive list of references to books containing material valuable for supplementary work.

If no references are found under a specific subject, it does not necessarily mean that there are no books upon the list containing material on that subject. For example, very few references are given on the subjects "Plants" and "Seeds," but more material on these topics will be found in books referenced under the general heading "Botany."

The references to books on United States history have been made by period—United States History—Discovery and Colonial; Revolution; War of 1812, etc. Reference is made first

to all books of history and biography on each period and following this a list of Historical fiction on each period is given.

This index will be very helpful to the teacher searching for material to supplement the regular work in text-books and will also be suggestive to the teacher of Library Reading.

The growing teacher will study the interests of her pupils and try to lead them from one line of reading to another which suggests itself to her because of some interest which she finds the boy or girl has in some subject related to the one upon which he is reading, for example—the pupil reading Butterworth's story, "In the days of Audubon," may become interested in the subject of Birds and wish to read more about them. teacher can immediately turn to this index and find a list of books upon the subject of "Birds" from which she can make her selection of a book to meet the interest of the pupil. reading of this book may so interest him in outdoor life that he will enjoy reading a book which will give him descriptions of other things in nature besides birds. In the index under the subject "Nature study," the teacher will find a list of books from which selections may be made. Through the book selected he may be led to read some beautiful nature poems or a book of travel containing descriptions of nature—the index again suggesting books of travel and poems. The index will help the teacher in preparing a list of new books which she desires to have purchased for her school. If she finds very little supplementary material in her library along some certain line, the index will suggest other books upon the Township List that contain the desired material.

AUTHOR AND TITLE INDEX.

6. The Author and Title indexes have been combined, and are arranged in one alphabetical list.

DUPLICATES.

7. It is not advisable to purchase duplicates of books for districts when the amount of money available for library purposes is small.

TO TEACHERS.

8. Teachers should encourage the reading of library books by the adults in the district as well as by the pupils in the school.

ORDERING AND SHIPPING OF BOOKS.

9. This list is the list for 1902. No books should be ordered from any other list.

The following are the numbers of the books which have been added to the list this year: 2, 3, 4, 5, 7, 8, 9, 21, 22, 23, 26, 27, 31, 32, 34, 35, 36, 37, 45, 50, 51, 52, 54, 59, 64, 66, 67, 68, 72, 76, 81, 82, 83, 87, 89, 99, 100, 101, 102, 104, 112, 114, 120, 121, 122, 126, 139, 145, 146, 147, 148, 149, 150, 151, 154, 155, 159, 162, 163, 164, 166, 169, 170, 173, 177, 181, 189, 190, 192, 196, 202, 205, 210, 213, 216, 221, 233, 237, 238, 239, 246, 249, 251, 260, 261, 270, 272, 273, 276, 285, 292, 296, 298, 300, 308, 311, 313, 316, 321, 322, 324, 325, 326, 337, 339, 340, 342, 344, 350, 354, 355, 357a, 359, 365, 366, 369, 371, 372, 374, 375, 380, 393, 395, 397, 398, 401, 403, 411, 420, 424, 428, 430, 431, 436, 441, 442, 450, 454, 461, 468, 474, 476, 482, 483, 485, 486, 494, 509, 510, 514, 519, 531, 532, 533, 536, 539, 540, 541, 549, 556, 560, 561, 562, 563, 566, 570, 577, 578, 590, 598, 601, 602, 604, 606, 607, 615, 619, 622, 624, 626, 627, 628, 629, 630, 634, 635, 646, 652, 654, 658, 666, 667, 668, 674, 675, 676, 701, 712, 713, 715, 716, 723, 724, 729, 734, 739, 745, 746, 751, 752, 755, 762, 771, 773.

10. Send in all orders on regular order blanks which are furnished by the state superintendent. The blanks furnished this year contain space for ordering books as second choice. Experience has shown that it is better not to make a second choice. Order from the list the books wanted, and Des Forges & Co. will furnish them as ordered. In case any books are shipped which are not ordered, it will be due to a mistake of the shipping clerk. Such books should be promptly returned to Des Forges & Co. at their expense and their attention called to the error. They will correct the mistake promptly without further expense to the party ordering.

- 11. Give all directions for shipping carefully and plainly; the postoffice address, including the county, the town, village or city for which the books are ordered, and the name of the station to which the books are to be shipped. Also state on what line of railway or by what express company shipment is to be made. Carelessness in these matters is sure to cause much trouble and unnecessary delay in getting books.
- 12. Examine the record book carefully to avoid purchasing for districts duplicates of books that have already been purchased, and which it is not desirable to duplicate.
- 13. Charge freight, express, postage and exchange to the library fund. Charge the per diem for delivering books to the general fund of the town.
- 14. Keep a duplicate of your order and see that the books received are those described in this list. It is illegal to purchase with the library fund books or editions not included in this list. The town clerk who orders other books or editions renders himself liable for a violation of law.
- 15. This list should be kept on file in the town clerk's office, the county superintendent's office, and in the district school library.
- 16. The record of the books in each library should be kept by author and title as well as by list number, as the removal of old books and insertion of new ones each year make it necessary to change the numbers of the books when a new list is published.
- 17. Labels, order blanks, a blank book for keeping the town clerk's record of the books sent to the district, and blank loan record books for the use of district librarians will be furnished by the state superintendent upon application of the town clerks.
- 18. Des Forges & Co., Milwaukee, Wis., will furnish the books this year, and will supply them at the prices given in the second column in these lists. They will make no charges for boxing and cartage.

School officers, town clerks, and teachers may procure single volumes or a few copies by adding 10 per cent, of the list price to the prices given in the second column. In payment for books send money order or draft. Do not send town orders on the treasurer as it costs Des Forges & Co. seventy cents or one dollar to collect them.

L. D. Harvey, State Superintendent.

ABBREVIATIONS.

Anon.	anonymous.	0	octavo
arr.	arranged	pt.	part
Bost.	Boston	por.	portraits
bds.	boards	pseud.	pseudonym
capt.	captam	pub.	publisher
Chic.	Chicago,	Q	quarto *
cl.	cloth	rev.	revised
col.	collection	\mathbf{s}	16 mo.
co.	company	Ser.	series.
comp.	compiler.	S. A.	South America
c.	copyright	sq.	square
D	duodecimo	\mathbf{T}	24 mo.
ed.	editor, edition.	trans.	translated, translator
enl.	enlarged	Τt	32 mo.
\mathbf{F}	folio	U.S.	United States
Fe	48 mo.	v vol.	volume.
il.	illustrated	()	numbers inclosed refer to
jr.	junior		numbers in Township list
lib.	library		of 1899, and 1900.
lit.	literature		numbers inclosed refer to
N. Y.	New York		numbers in Township list
N. A.	North America		of 1901.
n. d.	no date of publication		to and including
obl.	oblong		matter omitted.

PRIMARY FORM OR GRADES.

PICTURE BOOKS FOR THE YOUNGEST CHILDREN.

Children enjoy looking at pictures. Not only is their love of the beautiful cultivated but many things are learned from good pictures. Their value in connection with history, geography, and nature study can not be over-estimated. Through pictures the surrounding text becomes of interest and thus they form an incentive to the children to learn to read.

Serviceable picture books may be made at small expense by pasting pictures from magazines, illustrated papers, etc., on sheets of paper cambric, and then stitching these sheets together.

1 fill Balt of aking N. V. E. B. Dutton & Co. il	List price.	Price to dis- tricts.
1. [11.] Book of ships. N. Y., E. P. Dutton & Co., il. obl. O. Linen. bds		. 45
Every boy will like this book. By means of fascinating pictures it shows something of the development in ship building from the days of Alfred to the present time.		
2. Happy playtimes. N. Y., E. P. Dutton & Co. (n. d.) il. Q. cl.	1.50	. 88
The greatest value of this book is as a picture book. The illustrations of children at play are excellent. Interesting little stories are told about each picture.		
3. Little people's scrap book. N. Y., E. P. Dutton & Co. (n. d.) il. F. bds		.88
4. Mother Goose. Ed. and il. by W. W. Denslew. N. Y. McClure, Phillips & Co., 1901. 94 p. il. O. bda.		.90
A beautifully illustrated edition.		
5. Our doggies. N. Y., E. P. Dutton & Co. (n. d.) il. F. pap.		.::0

6. [7.] Our farmyard. N. Y., E. P. Dutton & Co. il. Q. Mounted on linen. bds	
7. Pets' picture farm. N. Y., E. P. Dutton & Co. (n. d.) il. Q. bds	 .88
8. Pictures for little people. N. Y., E. P. Dutton & Co., (n. d.) 36 p. il. sq. Q. bds	.75

FIRST BOOKS FOR CHILDREN'S READING.

Books containing short selections which children can read for themselves. The print is large, the illustrations are good, the selections are short, and of such a nature as to interest the child.

9. Arnold primer. Sarah Louise Arnold. N. Y., Silver, Burdett & Co., e1961. 128 p. il. D. el	.30	. 27
10. [14.] (555.) Baldwin primer. May Kirk. N. Y., American Book Co., 1899. 128 p. il. sq. D. cl.	. 30	. 26
11. [31.] (565.) Child life: a first reader. Etta Austin Blaisdell, and Mary Frances Blaisdell. N. Y., The Macmillan Co., 1899. 127 p. il. D. cl	. 25	.22
12. [32.] (566.) Child life in tale and fable: a second reader. Etta Austin Blaisdell, and Mary Frances Blaisdell. N. Y., The Macmillan Co., 1899. 159 p. il. D. cl.	.35	.31
13. [25.] Choice literature: Bk. Two, for primary grades. *Comp. by Sherman Williams. N. Y., Butler, Sheldon & Co., 1900. 160 p. D. cl	.30	. 26
14. [35.] (569.) Fairy tale and fable: second year. John G. Thompson and Thomas E. Thompson. N. Y., Morse Co., 1899. 164 p. il. D. (New Century readers.) cl.	.40	.32

	List price.	Price to dis- tricts.
15. [21.] (558.) First book: pictures—rhymes—stories. Geo. I. Aldrich and Alexander Forbes. N. Y., Butler, Sheldon & Co., 1899. 132 p. il. D. (Progressive course in reading.) cl		.17
16. [22.] (559.) Second book: pictures—rhymes—stories. George I. Aldrich and Alexander Forbes. N. Y., Butler, Sheldon & Co., 1899. 176 p. il. D. (Progressive course in reading.) cl		. 25
17. [23.] (560.) Third book: stories—studies—rhymes—riddles. George I. Aldrich and Alexander Forbes. N. Y., Butler, Sheldon & Co., 1900. 272 p. il. D. (Progressive course in reading.) c'		.34
18. [33.] (567.) First reader. Lottie E. Jones <i>and</i> S. W. Black. Chicago, Eaton & Co., 1897. 97 p. il. D. (New Era ser.) cl		.13
19. [34.] (568.) Second reader. Lottie E. Jones and S. W. Black. Chicago, Eaton & Co. 1897. 160 p. il. D. (New Era ser.) cl		.22
20. [38a.] Folklore stories and proverbs. Sara E. Wiltse. Bost., Ginn & Co., 1901. 81 p. il. D. el		. 27
21. Little-folk tales: a first reader. Mary L. Gilman, and Isabella Austin and S. Lilian Blaisdell. N. Y., Globe School Book Co., c1901, 168 p. il. D. (Hawthorne readers.) cl.		.21
22. Story land: a second reader. Mary F. Hall, and Mary L. Gilman. N. Y., Globe School Book Co., c1901. 224 p. il. D. (Hawthorne readers.) cl	.36	. 30
23. From many lands: a third reader. Florence Holbrook, and Mary F. Hall. N. Y., Globe School Book Co., c1901. 288 p. il. D. (Hawthorne		4.5
readers.) cl		.40
Pratt Judson and Ida C. Bender, eds. N. Y., Maynard, Merrill, & Co., 1899. 128 p. il. D. cl,		.22
25. [37.] Graded literature readers. Second book. Harry Pratt Judson, and Ida C. Bender, eds. N. Y., Maynard, Merrill, & Co., 1900. 192 p. il. D. el		. 35

	List	Price to dis- tricts.
26. Hiawatha primer. Florence Holbrook. Bost., Houghton, Mifflin & Co., c1898. 139 p. il. D. cl	-	
27. Holton primer. M. Adelaide Holton. Chic., Rand. McNally & Co., c1901. 111 p. il. D. (Lights to literature series.) cl	. 25	. 22
28. [26.] (562.) Lights to literature: book one: a first reader. H. Avis Perdue and Florence E. La Victoire. Chicago, Rand, McNally & Co., 1898. 119 p. il. D. cl	. 25	. 22
29. [27.] (563.) Lights to literature: book two: a second reader. Sarah E. Sprague. Chicago, Rand, McNally & Co., 1898. 156 p. il. D. cl	.36	.32
30. [28.] (564.) Lights to literature: book three, A. E. Lane. Chicago, Rand, McNally & Co., 1898. 303 p. 1l. D. cl	. 48	.43
31. New Century sccond reader. H. Avis Perdue, and Florence E. La Victoire. Chic., Rand, McNally & Co., c1899. 160 p. il. D. cl		.22
The story of child life in other lands. The stories present in a vivid and attractive way the home life, appearance, folk-stories, and myths of Indian, Eskimo, Chinese, Japanese, Norwegian, Dutch and German children. References: Indian children, 9-33; Eskimo children, 38-51; Chinese children, 52-76; Japanese children, 77-96; Children of Norway, 102-17; Children of Holland, 118-38; German children, 138-46.		
32. New Century third reader. H. S. Tibbits, Chic., Rand, McNally & Co., c1901. 159 p. il. D. cl		.32
33. [13.] New education readers; a synthetic and phonic word method. A. J. Demarest, and William M. Van Sickle. Bk. 1. N. Y., American Book Company, 1900. 144 p. il. D. cl		.30
34. New education readers: a synthetic and phonic word method. A. J. Demarest, and William M. Van Sickle. Bk. 2. N. Y., American Book Co., c1900.		
144 p. il. D. cl		.31

	List price.	Price to dis- tricts.
35. New education readers: a synthetic and phonic word method. A. J. Demarest, and William Van Sickle. Bk. 3. N. Y., American Book Co., c1901. 160 p. il. D. cl.		. 34
36. Oriole stories. M. A. L. Lane. Bost., Ginn & Co., 1900. 86 p. il. D. cl	.28	.25
37. Old friends in new dresses: supplementary first reader. Ed. 2 rev. Wm. F. Sell and John G. Nageler. Milwaukee, S. Y. Gillan & Co., 1900. 63 p. D. bds.		.13
37a. [12.] Our little book for little folks. Arr. by W. E. Crosby. N. Y., American Book Company, 1896. 106 p. il. D. cl.		. 25
38. [15.] School reading by grades: first year. James Baldwin. N. Y., American Book Company, 1897. 128 p. il. D. cl	.25	.21
39. [16.] (556.) School reading by grades: second year James Baldwin. N. Y., American Book Co., 1897. 160 p. il. D. cl.	. 35	.30
40. [17.] (557.) School reading by grades: third year. James Baldwin. N. Y., American Book Co., 1897. 208 p. il. D. cl	.40	.33
41. [24.] (561.) Sight reader. Primary teachers. N. Y., Butler, Sheiden & Co., 1898. 80 p. il. D. bds.	.15	.13
42. [19.] Story reader. Alfred E. Logie and Clara H. Uceke. N. Y., American Book Company, 1901. 128 p. il. D. cl	.30	. 27
43. [30.] Taylor school readers. First reader. Frances Lillian Taylor. N. Y., Werner School Book Co., 1900. 128 p. il. D. cl	.30	. 26
44. [38.] Wheeler's graded readers: a primer. Gail Calmerton, and William H. Wheeler. Chic., W. H. Wheeler & Co., 1900. 128 p. il. D. cl.	. 30	. 26

NURSERY RHYMES AND JINGES.

The teacher should read or recite these rhymes to the children until they become perfectly familiar, and should encourage the children to memorize. Children enjoy the music.

45. Book of nursery rhymes: being Mother Goose's Melodies arranged in the order of attractiveness and interest. Charles Welsh. Bost., D. C. Heath & Co., 1901. 169 p. il. D. ci	List price.	
"Rhymes and jingles not only fall naturally into the four great divisions of mother play, mother stories, child play, and child stories, but there is a logical order in which each section may be advantageously presented to the child. An attempt has been made to arrange the rhymes and jingles in this collection so as to follow the child's growing intellectual powers by beginning each division with the more simple and concrete rhymes, jingles, and stories, and gradually advancing to those which contain more complex and abstract ideas."—From Author's preface. Contents: Mother play—Rhymes personal to the child. Mother stories—Animals and their doings; other children, and other people in relation to the child; days and nights, weeks and months and years; time and the weather. Child play—Plays, games, riddles counting-out rhymes. Child stories and child play—Stories, proverbs, paradoxes, experience rhymes, rhyming alphabets.		
(The binding of the books in the series of Heath's home and school classics, deserves especial commendation.) 46. [41.] Chinese Mother Goose rhymes. Isaac Taylor Headland. N. Y., Fleming H. Revell Co., 1900. 157 p. il. O. bds	1.00	.60

Cleanliness, generosity, honesty, and tidiness as well as other important things are taught in delightful rhymes.

47. [42.] Goops and how to be them: a manual of manners for polite infants, inculcating many juvenile virtues both by precept and example. Gelett Burgess. N. Y., F. A. Stokes Co., 1900. il. sq. O. 1.50

.85

	L ⁱ st price.	Price to dis- tricts.
48. [44.] (18.) Heart of oak books. 1st bk. Ed. by Charles Eliot Norton. Bost., D. C. Heath & Co., 1897. 100 p. D. cl	. 25	.22
A collection of nursery rhymes and jingles for the youngest children.		
49. [45.] (541.) Jingle book. Carolyn Wells. N. Y., Macmillan Co., 1899. 124 p. il. D. cl	1.00	. 65
Merry jingles for merry children.		
50. Jumbles and other nonsense verses, with drawings by L. L. Brooks. Edward Lear. N. Y., Frederick Warne & Co., (n. d.) 72 p. il. O. bds	1.25	.75
This book and the "Pelican chorus" include all of Lear's "Nonsense songs." $$		
51. Kids of many colors. Grace Duffie Boylan, and Ike Morgan. Chic., Jamieson-Higgins Co., c1901. 156 p. il. O. cl	1.50	.75
Descriptive verses and lullables, with colored pictures of the children of many nations at play. This book should not be a first choice where the amount of money available for purchase of books is small.		
52. Memoirs of Simple Simon. D. B. Keeler. N. Y., R. H. Russell, 1901. il. Q. bds	1.50	.90
Contains many funny pictures. This should not be a first choice where the amount of money available for the purchase of books is small.		
53. [43.] Moon Babies. Verses by G. Orr Clark. N. Y., R. H. Russell, 1900. 48 p. il. obl. O. bds	1.50	. 90
$ \begin{array}{c} \textbf{Charming verses about Chinese children, most beautifully illustrated.} \end{array} \\$		
54. Mother Goose jingles. N. Y., E. P. Dutton & Co., (n. d.) 184 p. il. O. bds	1.50	. 88
An excellent collection of rhymes. Contains several fine Illustrations in color.		

55. [40.] (19.) Nursery rhyme book. Andrew Lang, ed.	List price.	Price to dis- tricts.
N. Y., Frederick Warne & Co., 1898. 288 p. il. O. cl		1.18
One of the best collections of nursery rhymes and jingles. It is arranged into historical tales, literal tales, proverbs, songs, riddles, charms and lullables, gaffers and gammers, games, jingles, natural history stories, and accumulative stories. A fine preface on the value of these rhymes. The children should be encouraged to memorize them.		
56. [47.] Pelican chorus and other nonsense verses. Edward Lear. N. Y., Frederick Warne & Co., 1900. sq. O. Art linen		5 .75
Nonseuse rhymes and pictures.		
57. [39.] (17.) Verse and prose for beginners; selected from English and American literature. Horace E. Scudder. Bost., Houghton, Mifflin & Co., 1893. 98 p. D. et	. 25	. 22
which the children are already familiar. Many of the selections the child can read for himself. Teachers will find the preface very suggestive.		
58. [46.] When life is young; a collection of verse for boys and girls. Mary Mapes Dodge. N. Y., Ceptury Co., 1894. 255 p. il. D. el		.75
A collection of poems and jingles for the youngest children. There is a good deal of wholesome fun in this book.		
59. Yankee Doodle Gander, a jingo jingle book. Oscar Hunt von Gottschalk. N. Y., R. H. Russell, 1901. il. Q. bds.		. 90
A nonsense book with illustrations in color.		

FICTION.

Some of these books the children can read for themselves but many the teacher will have to read to the children. Children never tire of hearing over and over the story that they like best, and many times after hearing a story they will wish to read it for themselves. Besides the pleasure which the children get from the reading, the concrete lessons in good living, and the inspiration from the story, many stories furnish valuable material for the history and the geography lesson. See Manual of the Elementary Course of Study. Geography and History—Primary and Middle Forms. The telling of the story by the children, talking over with the teacher what they have enjoyed and found good, telling how the children in these books lived, what they did at school, in their games, and at home, will give the children practice in language. See Manual, Language—Primary Form.

$60. \ [72.] \ (40.)$ Adventures of a brownie, as told to my	List price.	Price to dis- tricts.
child. Mrs. Dinah M. Craik. Bost., Educational Pub. Co., 159 p. il. D. cl	. 40	.28
Λ little book for little children about those queer little people, the brownies.		
61. [614.] April baby's book of tunes. Author of Elizabeth and her German Garden, N. Y., Macmillan Co., 1900. 75 p. sq. D. cl	1.50	1.15

A charming bit of child life and mother love.

62. [64.] (581.) Arabella and Araminta storic	es. Gor-
trude Smith. Bost., Copeland & Day. 1	.897. 103
p. O. ct	1.00 .65

Events in the lives of two little girls aged four, "Sometimes Arabella was naughty when Araminta was good, and sometimes Araminta was naughty when Arabella was good." The print is clear and large, the stories bright and entertaining. Children of this form can read for themselves.

Price List to disprice. tricts. 63. [70.] (32.) Bed-time stories. Louise Chandler Moulton. Bost., Little, Brown & Co., 1898, 239 p. il. 1.25.75 A number of attractive little stories about children, each one teaching a truth in good living, without preaching. A book for the teacher to read to children. 64. Big outdoors. Clara G. Froelich. Wausau, Wis., Van Vechten & Ellis, c1899. 74 p. D. bds..... . 50 .40 A collection of delightful little nature stories that may be read and told to the voungest children. Contents: What Isabelle saw: When the days' asleep: Bright eyes; Rose fairy; Wonder bird; Four little neighbors; What love will do; A tra la la song. 65. [73.] (41.) Bird's Christmas carol. Kate Douglas Wiggin. Bost., Houghton, Mifflin & Co., 1894. D. bds.50il. .30 The story of an invalid girl whose sweet benevolent character was a blessing to her home. In the tenderest and most effective way, Carol Bird's life teaches the beauty of love and devotion in the household. The children will enjoy the humorous descriptions of the Ruggles family. 66. Boston collection of kindergarten stories: written and collected by Boston kindergarten teachers. Bost., J. L. Hammett Co., 1898. 124 p. D. cl... .60 .48 An excellent collection of stories for use in the primary school teacher to the children. Contents: Dora, the little girl of the lighthouse; Naughty little

and kindergarten. Many of these stories should be told by the

gold finger; Amy Stuart; How the sparrows were fed; The honest woodman; The three bears; The little rooster; The man on the chimney; The lion and the mouse; The three gold fishes; The sunbeams; Chickadees; Thanksgiving story; The fairy in the mirror; What the winds bring; Story of the morning-glory seed; April; Helix, the snail; What a bird thought; The lost lamb; The bramblebushes and the lamb; The swallow's nest; The hare and the tortoise; Story of a cowslip; Courtesy in birds; Diamonds and toads; Little water drops; The lost knife; North wind and the sun; Spring; Story of a bean; The echo; Ten peas in a pod; Not a busy bee; What Robin saw; The ugly duckling; The bunch of keys; The discontented weather-cock; Wise old Dobbin; The woodpecker; The birdie that tried; Story of an acorn; The hen-hawk; Taming the pig; Five peas in one pod; Little lammie; Story of buzzy; The surgeon bird; Annie's new shoes; Bennie's sunshine; A lesson of faith; Mrs. Vespa; The star and the lily; Over in the meadow: The johnny-cake; The little fir-tree; Thumbling; Selected; The fox and the grapes; The ant and the dove; The dog and his shadow; The lark and her young ones.

	List price.	Price to dis- tricts.
67. Captain Fritz: his friends and adventures. Emily Huntington Miller. N. Y., E. P. Dutton & Co., 1887. 128 p. il. D. cl	1.50	.90
The story of a dog's life told by himself.		
68. Child stories and rhymes for little people of nursery and kindergarten. Emilie Poulsson. Bost., Lothrop Pub. Co., c1898. 89 p. il. O. cl	1.25	.75
A charming book of short stories and pleasing rhymes designed for the youngest children written by one of America's most successful kindergartners.		
63. [82.] (584.) Counterpane-fairy. Katherine Pyle. N. Y., E. P. Dutton & Co., 1899. 191 p. il. D. cl	1.25	.75
Dainty fairy tales.		
70. [84.] Echo-maid and other stories. Alicia Aspinwall. N. Y., E. P. Dutton & Co., 1897. 192 p. il. D. cl	1.50	.88
Interesting and helpful stories for youngest readers.		
71. [81.] Eyes and no eyes and other stories. Dr. Aiken, and others. Bost., D. C. Heath & Co., 1900. 66 p. il. D. cl.	, 25	.20
Stories for youngest children.		
72. Four-footed folk. Raymond Fuller Ayers. N. Y., R. H. Russell, 1901. 148 p. il. O. bds	1.25	.80
A collection of stories and legends of animals. This book should not be a first choice where the amount of money available for the purchase of books is small.		
Contents: Mr. Wildcat and Mr. Owl go hunting; Why the elephant fears the mouse; Why Mr. Fox and Mr. Rabbit don't speak; How Mr. Weasel came to pop; Why the frogs sing at night; Mr. Fox feeds his children; Why Mr. Turtle emigrated; Why Mr. Hog roots in the ground; Why Mr. Crow Is black; Mr. Greyhound loses his shoes; Vanity of Mr. Ram; How Miss Hen lost her teeth; Why bears sleep all winter; Mr. Beaver has a narrow escape; Mr. Groundhog's goose box; Why horseshoes are lucky; Why Mr. Tiger has stripes on his back; Why cats dislike the water; A thief in an Incal lead; Why boxes walk on all forces.		

animal land; Why bears walk on all fours.

1	List price.	Price to dis- tricts.
73. [86.] Hal o' the fells. Beatrice De Burgh. N. Y., E. P. Dutton & Co. 64 p. il. S. cl	. 25	.15
Story of a courageous little boy.		
74. [67.] In the shimney corner. G. Manville Fenn, and others. N. Y., E. P. Dutton & Co., 1900. 143 p. il. sq. O. bds	2.00	1.08
75. [74.] (42.) Jolly good times; or, Child life on the farm. Mary P. W. Smith. Bost., Little, Brown & Co., 1898. 277 p. il. D. cl	1.25	.75
A very pretty picture of the life of country children. It is a charmling little story, too, for boys and girls who live in cities and know nothing about what fine times their country cousins have.— St. Louis Republican.		
76. Jumping kangaroo and the apple-butter cat. John W. Harrington. N. Y., McClure, Phillips & Co., 1900. 130 p. il. O. bds	1.00	.60
A book of animal stories for children. The animals are endowed with speech, play practical jokes on each other, and have many funny experiences. This book should not be a first choice where the amount of funds available for the purchase of books is small.		
77. [61.] (26.) Letters from a cat; published by her mistress for the benefit of all cats and the amusement of little children. Helen Hunt Jackson. Bost., Little, Brown & Co., 1898. 89 p. il. D. cl.	1.25	.75
Delightful letters which older children can read for themselves.		
78. [75.] (44.) Little Jarvis. Molly Elliot Seawell. N. Y., D. Appleton & Co., 1894. 64 p. il. D. cl	1.00	, 55
The story of a boy who was midshipman on the Constellation and who sacrificed his life in his devotion to duty. "As his life was without fear, so was his death without reproach." The child's interest in the Constellation may be used to start an interest in our history.		
79. [60.] Little lame prince and his traveling cloak. Dinah M. Craik. N. Y., Gilbert H. McKibbin, 1900. il. D. (Manhattan young people's ser.) cl	. 40	.32

A new edition of this delightful story.

	List price.	Price to dis- tricts.
80. [76.] (46.) Little Miss Phoebe Gay. Helen Dawes Brown. Bost., Houghton, Mifflin & Co. 139 p. il. D. cl	1.00	. 60
It is full of the fancies and experiences of a typically bright, lovable little girl. The written for little girls many older girls will enjoy the book very much.		
81. Lonesomest doll. Abbie Farwell Brown. Bost., Houghton, Mifflin & Co., 1901. 76 p. il. D. bds.	.85	.77
A story of two small girls, one a princess, the other a porter's child. The princess had a doll quite too splendid for every-day use,—it was therefore locked up and was the lonesomest doll in the kingdom. The porter's child, using her father's keys, got into the treasure-room where the doll was. The princess found her way thither and the doll made the children friends.		
82. Marjorie and her papa: how they wrote a story and made pictures for it. Robert Howe Fletcher. N. Y., Century Co., 1900. 66 p. il. O. bds	1.00	.60
Λ simple and pretty story of a little girl.		
83. My friend Jim: a story of real boys and for them. Martha James. Bost., Lee & Shepard, 1901. 212 p. il. D. cl	1.00	. 60
The story of a little city boy who spends a summer in the country. It shows the influence that a bright, honest, healthy boy can exert over his companions and draws an attractive picture of country life.		
84. [48.] (21.) New baby world; stories, rhymes, and pictures for little folks. Compiled from St. Nicholas by Mary Mapes Dodge. N. Y., Century Co., 1897, 200 p. O. cl	1.50	.88
Some of the old favorites from earlier editions, but for the most part, the present volume is made up of new material from recent volumes of the St. Nicholas. This book is for the youngest children.		
86. [83.] (585.) Prince Uno: Uncle Frank's visit to fairy-land. N. Y., Doubleday, Page & Co., 1897. 241 p. il. D. cl	1.25	. 75
Most interesting fairy stories delightfully told. Children of middle form will be interested in them.		

87. Rabbit's ransome and other stories. Clara Vawter. Indianapolis, Bowen-Merrill Co., 1902. (To be published in May.) il. D. cl This book is put on the list because of its artistic value, as well as on account of its value as an excellent collection of stories	List orice. 1.25	
and rhymes. The teacher should aim to cultivate in the children a love of the beautiful, and books like Seton-Thompson's "Lives of the hunted," Long's "Beasts of the field," Riley's "Child-rhymes," and Vawter's "Rabbit's ransome" will do much to aid in accomplishing this aim.		
88. [65.] Roggie and Reggie stories. Gertrude Smith. N. Y., Harper & Bros., 1900. 95 p. il. sq. O. cl.	1.50	.90
A story filled with the doings of two little boys.		
89. Rosamund tales: sixteen short stories intended for children; il. by the author. Cuyler Reynolds. Bost., L. C. Page & Co., 1901. 284 p. O. cl	1.50	.90
These stories are intended for children between the ages of four and ten or twelve years. The words are simple and can be understood by very young readers. The book consists of sixteen short stories of a little boy's life at lome and in the country and touches upon a wide range of topics in nature study. The happiest side of farm life for children is shown. Contains several excellent illustrations. Contents: The lost child; Old black Joe; At the circus; The child monkey; Only a rabbit; Taming pets: On the farm; Making a garden: In the woods; Blowing bubbles: The lost coin; The bear hunt; The lost lamb; The fishing-pool: Taming a squirrel; Snow forts.		
90. [77.] (49.) Seraph, the little violiniste. Mrs. C. V. Jamison. Bost., W. A. Wilde & Co., 300 p. il. D. cl	1.50	.85
The scene of the story is the French quarter of New Orleans, and charming bits of color add to its attractiveness.—The Boston Journal.		
Fine descriptions: River and levee, 31, 32, 203-205; scene in garden, 16-17, 229-230; making of paper flowers, 23, 108-109; poorer classes,—Marc, the water rat, 33, 35-41, 43. 91. [71.] (39.) Seven little people. Horace E. Scudder.		٠
Bost., Houghton, Mifflin & Co., 1891. 240 p. D.	1.00	.60
The stories are simply stories and nothing more. That Mr. Scudder wrote them is sufficient warrant that they possess high literary		

merit and are popular with the children.

Aspinwall. N. Y., E. P. Dutton, 1897. 254 p. il. O. cl	92. [85.] (587.) Short stories for short people. Alicia	List price.	Price to dis- tricts.
93. [69.] (577.) Sleepy-time stories. Maud Ballington Booth. N. Y., G. P. Putnam's Sons, 1899. 177 p. il. D. cl	Aspinwall. N. Y., E. P. Dutton, 1897. 254 p. il.	1.50	.88
Booth. N. Y., G. P. Putnam's Sons, 1899. 177 p. il. D. cl	Stories for young readers.		
The illustrations are very beautiful. 94. [57.] (22.) Stories for children. Mrs. Charles A. Lane. N. Y American Book Company, 1895. 104 p. il. D. el	Booth. N. Y., G. P. Putnam's Sons, 1899. 177 p.	1.50	.90
Lane. N. Y., American Book Company, 1895. 104 p. il. D. cl			
terested in. Children in first reader can read this book for themselves. A good supplementary reader. 95. [62.] (30.) Stories for kindergartens and primary schools. Sarah E. Wiltse. Bost., Ginn & Co., 1890. 80 p. il. D. cl	Lane. N. Y., American Book Company, 1895. 104	. 25	.22
schools. Sarah E. Wiltse. Bost., Ginn & Co., 1890. 80 p. il. D. cl	terested in. Children in first reader can read this book for them-		
in this volume until judged and approved by the small critics.— From the author's preface. Many of these stories the children can read for themselves. 96. [63.] (31.) Story hour. Kate Douglas Wiggin, and Nora A. Smith. Bost., Houghton, Mifflin & Co., 1896. 185 p. il. D. cl	schools. Sarah E. Wiltse. Bost., Ginn & Co.,	.35	.27
Nora A. Smith. Bost., Houghton, Mifflin & Co., 1896. 185 p. il. D. cl	in this volume until judged and approved by the small critics.— From the author's preface.		
These little stories are to be told to the youngest children. The stories are about: Orioles, 29-37; a drop of water, 52-58; a fly, 96-100; the maple leaf and the violet, 133-138; the forest, 146-155; a frog, 170-178; the story of Christmas, 101-106; story of first Thanksgiving, 107-114; little George Washington, 115-122; great George Washington, 123-132; Froebel's birthday, 179-185. 97. [68.] Sunny days. L. T. Meade, and others. N. Y.,	Nora A. Smith. Bost., Houghton, Mifflin & Co.,	1.00	.60
97. [68.] Sunny days. L. T. Meade, and others. N. Y.,	The introduction on story felling will prove helpful to teachers. These little stories are to be told to the youngest children. The stories are about: Orioles, 29-37; a drop of water, 52-58; a fly, 96-100; the maple leaf and the violet, 133-138; the forest, 146-155; a frog, 170-178; the story of Christmas, 101-106; story of first Thanksgiving, 107-114; little George Washington, 115-122;		
E. P. Dutton & Co., 1909. 73 p. H. sq. O. bds. 1.25 .70	97. [68.] Sunny days. L. T. Meade, and others. N. Y., E. P. Dutton & Co., 1900. 73 p. il. sq. O. bds.	1.25	.70

These three volumes contain pictures, stories and verses for little

folks. Children of middle form will read for themselves.

98. [78.] (51.) Sweet William. Margaret Bouvet. Chic.,	List price.	Price to dis- tricts.
A. C. McClurg & Co., 1895. 209 p. il. O. cl	1.25	.75
A story of two cousins, the children of a Duke of Normandy and his brother. The scenes are of the chivalric age, and the story gives a clear picture of the castles, sports, and customs of Normandy during the age of feudalism. The characters of the children are beautifully drawn and are full of sweetness and love. References: Falcon and chase, 89; description of castle, 13-14, 130; tournament, 151-152, 156-175; royal life, 186-187.		
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100. Tommy's adventures. Emily Paret Atwater. Phil., George W. Jacobs & Co., c1900. 110 p. D. cl	. 40	,32
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101. Tommy Toddles. Albert Lee. N. Y., Harper & Bros., 1898. 192 p. il. D. el	1.25	.78
A very humorous story of a little boy. The teacher ought to read this book to the school. Some of the fun may be beyond the pupil, but books with good pure fun for children are so rare this book is put on the list with the hope that it may help some to appreciate humor.		
102. [79.] (52.) When Molly was six. Eliza Orne White. Bost., Houghton, Mifflin & Co., 1898. 133 p. il. D. el	1.00	. 69
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105. [95.] (59.) Choice literature; series intended to create and foster a taste for good reading. Comp. and arr. by Sherman Williams. Bk. 1, for primary grades. N. Y., Butler, Sheldon & Co., 1898. 111 p. D. cl	.22	.20

This book is made in the belief that many of the old rhymes and tales such as are herein contained, "Children's Classies," if I may term them so, are, or should be, the birthright of every child—Author's "To the Reader," Excellent supplementary reading,

106. [93.] (57.) Classic stories for little ones. Adapted from the tales of Andersen, Grimm Brothers, and others, by <i>Mrs.</i> Lida Brown McMurry. Bloomington, Public School Pub. Co., 1897. 143 p. il. S. cl		Price to dis- tricts.
Second grade children may read these stories for themselves. An explanation of the function of fairy stories in a child's education and the method of using these stories is given in the teachers' and mothers' edition.		
107. [87.] (53.) Fables and folk stories. Ed. by Horace E. Scudder. Bost., Houghton, Mifflin & Co., 1890. 200 p. D. (Riverside lit. ser.) cl	. 40	.32
A collection of the most famous folk stories. These stories rightfully belong to the early period of childhood and may be told or read to children too young to read for themselves. 108. [91.] (55.) Fairy stories and fables. Ed. by James		
Baldwin. N. Y., American Book Company, 1896. 176 p. il. D. cl One of the best collections of fairy stories for children because of its excellent English.	. 35	.31
109. [92.] (56.) Hans Andersen's stories. Bost., Houghton, Mifflin & Co., 1891. 205 p. D. (Riverside lit. ser.) cl		.32
great depths of meaning in these quaint stories.—New York Christian Union. 110. [89.] (54.) Heart of oak books. 2d bk. Ed. by Charles Eliot Norton. Bost., D. C. Heath & Co., 1897. 206 p. D. cl. A collection of fables and nursery tales. This book will prove valuable in the language lessons. See Manual, Language—Primary Form.	.35	.31

The teacher will find the preface very helpful.

111. [94.] (58.) King of the Golden River. John Ruskin.	List price.	Price to dis- tricts.
Bost., Houghton, Mifflin & Co., 1898. 98 p. D. (Riverside lit. ser.) cl	. 25	.22
A story in which the youngest brother in a family wins the prize lost by the clders through avarice and wickedness. This story ought to be read to the children of the primary form. The children in the middle form can read it.		
112. Mopsa the fairy. Jean Ingelow. N. Y., T. Y. Crowell & Co., c1901. 228 p. il. S. cl	, 60	.30
The story of a little boy's adventures in Fairyland. This will be a very dainty little story to read to the children of the lower form.		
113. [99.] (64.) Nature myths and stories for little ones. Flora J. Cook. Chic., A. Flanagan & Co., 1895. 102 p. D. cl.	.35	. 26
Children of second and third grades can read. The preface is very suggestive. Reference: Flower stories, 9-12, 13-15; insects, 16-17, 18; 19-23; birds, 24-25, 26-28, 29-30; clouds, 36-48, 54-55; sun myths, 39-42, 48-53, 83-88; animals, 43-47, 59-60, 77-78, 79-82, 89-90, 91; trees, 56-58, 61-65, 66-70, 71-73, 74-76.		
114. New wonderland: being the first account ever presented of the Beautiful Valley, and the wonderful adventures of its inhabitants. Pictures by Frank Verbeck. L. Frank Baum. Indianapolis, Bowen-Merrill Co., 1900. 190 p. il. Q. bds	1.50	.98
This book should not be a first choice where the amount of money available for the purchase of books is small.		
115. [96.] (60.) Old Greek stories. Ed. by James Baldwin, N. Y., American Book Company, 1895. 208 p. il. D. cl	. 15	.38
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Price List to disprice. tricts. tage from the distant past, and they form perhaps as important a part of our intellectual life as they did that of the people among whom they originated.—From the author's preface. These stories should be read and told to the children until they are familiar with them. Third grade children can read them and the book is an excellent supplementary reader for that grade. They furnish excellent material for language lessons. See Mauual, Lanauaac-Primaru Form. 116. [98.] (62.) 'Round the year in myth and song. Florence Holbrook, ed. N. Y., American Book Com-.60 .51 pany, 1897. 200 p. il. D. cl...... Myths and poems for the various seasons of the year. The book is most beautifully illustrated. A very valuable book as a basis for language work. The teacher may train herself to be a good story teller by memorizing such stories as these which are short, well told, and in most excellent English. Children of middle form will read. 117, [97.] (61.) Story of Ulysses. Adapted from the Odyssey of Homer by Agnes Spofford Cook. Bloomington, Public School Pub. Co., 1897. 153 p. D. cl. .50.38 118. [100.] (68.) Uncle Remus: his songs and his sayings. Joel Chandler Harris. New ed. with new preface and revisions, N. Y., D. Appleton & Co., 1900, 265 2.00 - 1.28The stories are full of quaint plantation dialect, droll humor, and sly wisdom. Tho' the book can be read by children of the middle form, many of the stories ought to be read to the children of the primary form. The Tar Baby is a universal favorite with little folks. The fun in many of the stories will appeal to the oldest children as well as to the youngest. 119. [90.] Wonderful chair and the tales it told. Frances Browne, Pts. I and II. Bost., D. C. Heath & Co.,

1900. 192 p. il. D. cl.....

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Fairy stories well told.

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The teacher and children ought to read most of these books together. Reproducing these stories will help in language. See Manual, Language—Primary Form.

120. America's story for America's children. Bk. 1. Beginner's book. Mara L. Pratt. Bost., D. C. Heath & Co., 1901. 132 p. il. D. cl	List price.	
This book may be used as a supplementary reader in the third grade. Contents: Northmen, 1-7; Olaf and Snorri, 8-22; Columbus, 23-36; Leaping wolf, 53-67; Little Pueblo prince, 67-82; Virginia Dare, 83-88; Betty Alden, 89-100; Hans and Katrina, 101-107; Boston boys, 108-15; Army of two, 116-20; Boy in gray, 121-26; Boy in blue, 127-32.		
121. America's story for America's children. Bk. 2. Exploration and Discovery, A. D. 1000 to 1609. Mara L. Pratt. Bost., D. C. Heath & Co., 1901. 152 p. il. D. cl	. 40	.35
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stories bring the young reader into close touch with the marvelous lives of those great men.

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of the whole world by their wonderful and useful inventions. These

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128. [114.] (82.) Four American patricts. Alma Holman Burton. N. Y., Werner School Book Co., 1898. 254 p. il. D. cl	. 50	. 42
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129. [112.] (80.) Four great Americans. James Baldwin. N. Y., Werner School Book Co., 1897. 246 p. il. D. cl	. 50	. 42
 four great Americans are Franklin, Washington, Webster, Lincoln. 130. [106.] (74.) Grandfather's chair: true stories from New England history, 1620-1692. Nathaniel Hawthorne. Bost., Houghton, Mifflin & Co., 1883. D. 		
(Riverside lit. ser.) cl		. 40
131. [162.] (76.) Old stories of the east. James Baldwin. N. Y., American Book Company, 1896. 215 p. il. D. el	.45	.38
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136. [115.] (83.) Story of Lincoln. Frances Cravens.	List price.	Price to dis- tricts.
Bloomington, Public School Pub. Co., 1898. 117 p. il. S. cl.	. 35	. 27
Biography of Lincoln written for young children.		
137. [103.] (71.) Story of the chosen people. H. A. Guerber. N. Y., American Book Company, 1896. 240 p. il. D. cl.	.60	. 50
The author in the preface says, "I have found that, when told to young children, these historical narratives prove a source of much interest, and that the elementary knowledge then obtained remains so clear and vivid that even when they are grown up, and able to enter into the subject more thoroughly, the impression of the story as first heard is the one which is most permanent." The historical value of these stories cannot be overestimated. See Manual, History—Primary and Middle Forms.		
138. [101.] (69.) Ten boys who lived on the road from long ago to now. Jane Andrews. Bost., Ginn & Co., 1885. 240 p. il. D. cl		. 41

A vivid description of the world's progress from the earliest times to the present time. Children of this grade are interested in stories of other children and this interest is used to start an interest in history, for each story is about a boy whose life is typical of the life of his times. Special prominence should be given to the manners and customs. Try to make children see the life. Many of the stories teach moral truths.

GEOGRAPHY.

How people live, what they do for a living, what they do to amuse themselves, their homes, their food, their clothing, ways of travel, is geography. If these facts are grouped about children of the cold countries, of the hot countries, of the mountains, of the plains, the pupils of this form are sure to be interested and a good foundation for the formal study of geography is being laid. Some of the best material for this work is found in fiction. The teacher will find much which she can read to these children in the books of the other forms. See Manual, Geography—Primary and Middle Forms.

139. Around the world: Geographical readers. Primary, Book I. Stella W. Carroll. Ed. by Clarence F. Carroll. N. Y., Morse Co., 1901. 160 p. il. D. cl. (New century series. First book.)	List price.	Price to districts.
140. [126.] (596.) Around the world: Geographical readers. Book 2. Stella W. Carroll and Harriet Jerome, Ed. by Clarence F. Carroll. N. Y., Morse Co., 1898. 232 p. il. D. (New Century ser. Second book.) cl	. 50	.41
141. [124.] (595.) Big people and little people of other lands. Edward R. Shaw. N. Y., American Book Co., 1900. 128 p. il. D. cl	. 30	.27

cal appearance, their dress, their ways of living, their customs, their manners. This book is written from the standpoint of the child's interest. Children can read for themselves,

141a. [127.] Boys of other countries. Bayard Taylor. New	List price.	Price to dis- tricts.
ed. N. Y., G. P. Putnam's Sons, 1901. 166 p. il. D. cl		.80
Valuable stories for use in geography. Description of boy life in Sweden, Africa, Iceland, Germany and Russia. Pupils of the middle form will enjoy reading this book and teachers will find it an attractive book to read to the lower form pupils.		
142. [123.] (94a.) Geographical nature studies for primary work in home geography. Frank Owen Payne. N. Y., American Book Company, 1898. 144 p. il. D. bds		5 . 22
The two foregoing books ought to be made the basis for oral lessons in primary geography. (See Manual of Course of Study, Geography.) They will prove helpful to the teacher and the child will be interested to read for himself about the things he has hear of in the geography lesson. The teacher will find the preface of each book very helpful.	l d	
143. [122.] (94.) Home geography. C. C. Long. N. Y., American Book Company, 1894. 142 p. il. D. bds.	. 25	5 .22
144. [125.] (95.) Little folks of other lands. Fannie P. Chaplin, and Mrs. F. A. Humphrey. Bost., Lothrop Pub. Co., 1882. 203 p. il. D. cl		.33
Little folks never tire of listening to stories of children of foreign countries. Their dress, tools, habits, and surroundings are interestingly set forth in this volume. These stories will start an interest in geography.		
References: The Arabian child, 7-16; the Lapland baby, 26-32; the poor boy of Turkey, 31-38; the little Arctic girl, 39-47; the Egyptian boy and girl, 50-58; little Statian child, 59-63; Malay baby, 66-69; Holland girl and boy, 74-81; Scotch lassic, 90-107; English child, 19-25; 128-142; Norwegian boy and girl, 147-161.		
145. Little people of the snow. Mary Muller. Chic., A. Flanagan Co., c1900. 109 p. il. D. cl		. 28
A story of the lives of Eskimo children, References: Climate, 5-8; Dress, 10-13; Home, 17-21; Eskimo dogs, 22-31; Games, 32-50; Work of children, 54-58; Seal hunt- ing, 59-66; Eskimo stories, 85-404.		

146. Lolami, the little cliff-dweller. Clara Kern Bayliss.	List price.	Priee to dis- tricts.
Bloomington, Public School Publishing Co., 1901. 188 p. il. S. bds	.50	.38
The story of Lolami, the little Cliff-dweller, touches an ancient order of things belonging to our own country. The lives and customs of the cliff-dwellers of New Mexico and Arizona, their houses, and the topography of the country in which they lived are all pictured in connection with the little Lolami's life of courage and		
perseverance.		
147. Longmans' pictorial geographical readers. Bk. 1. N. Y., Longmans, Green & Co., 1901. 160 p. il. D. cl		. 3.3
Suggestive to the teacher who is teaching beginning geography. This book will make an excellent supplementary reader for the third		
grade. References: Shadows, 29-33; Clocks, 35-48; Points of compass, 48-54; Magnet, 61-70; Compass, 70-79; Plans of class room, school grounds, and city, 92-107; Maps, 111-122; Weather signals,		
123-25; Schools in other lands, $130-30;$ Steam, $139-47;$ Water, $147-150;$ Frost, $150-53;$ Pictures of snowflakes, $152.$		
148. Our little Brown cousin. Mary Hazelton Wade. Bost., L. C. Page & Co., 1901. 54 p. il. D. (Little cousin series.) cl	.60	.36
149. Our little Indian cousin. Mary Hazelton Wade. Bost., L. C. Page & Co., 1901. 83 p. il. D. (Little cousin series.) cl	.60	.36
cousin series.) Ci.	.00	. 60
150. Our little Japanese cousin. Mary Hazelton Wade. Bost., L. C. Page & Co., 1901. 66 p. il. D. (Little		
cousin series.) cl	.60	.36
151. Our little Russian cousin. Mary Hazelton Wade. Bost., L. C. Page & Co., 1901. 79 p. il. D. (Little cousin series.) cl	. 60	.36
The books of this series are the most interesting and delightful accounts possible of child-life in other lands, filled with quaint sayings, doings and adventures. The "Little Japanese Cousin," with her toys in her wide sleeve and her tiny bag of paper handker-chiefs; the "Little Brown Cousin," in whose home the leaves of the breadfruit-tree serve for plates and the halves of the cocoanut shells for cups; the "Little Indian Cousin," who lives the free life of the forest, and the "Little Russian Cousin," who dwells by the wintry Neva, are truly faseinating characters to the little cousins who will read about them.		

Price List to disprice. tricts. 152. [128.] (96.) Seven little sisters who live on the round ball that floats in the air. Jane Andrews. N. Y., Ginn & Co., 1890. 142 p. S. el..... .50 .41 I think that the mere reading of this book, read over and over as children always read a book they like, will give to the young readers a more vivid impression of the shape of the earth, of the distribution of nations over it and of the essential brotherhood of man, than the study of most text books. The "Seven Little Sisters" is a story book, and a book of real intellectual value at the same time.-T. W. Higginson, A vivid description of the child life, manners and customs, elimate and scenery, of the principal countries of the globe. References: Hindoo child, 31-34; Esquimaux child, 35-47; Arabian child, 48-66; Swiss child, 67-79; Chinese child, 80-93; Afriean child, 94-107; German baby, 108-136, 153. [129.] (47.) Seven little sisters prove their sisterhood. Jane Andrews. N. Y., Ginn & Co., 1890. .50 .41Gives more about Pen-se and Agoonack. These children represent widely different nationalities and in the stories about them the author conveys important information about the homes, customs, and peculiarities of the parents of these curious little folks. May be used to start an interest in geography. 154. Snow baby, a true story with true pictures. Josephine Diebitsch Peary. N. Y., F. A. Stokes & Co., 1901. 84 p. il. sq. Q. el..... 1.20 - 1.08"The story of little Marie Peary, the daughter of Peary the Arctic explorer, who was born near the North Pole. Her mother tells her unique story, in a charmingly simple style for young readers. It reads like a fairy tale, and is fully illustrated with reproductions of photographs of the Arctic regions." This book ought to be in every school library. It is artistically gotten up and gives an excellent picture of life among the Eskimos. 155. Stories of country life. Sarah Powers Bradish. Y., American Book Co., c1901. 170 p. il. D. (Eclectic school reading ser..) cl..... .40 .34 These stories are recollections of a childhood spent on a farm. They will interest children in country life and will give to the

They will interest children in country life and will give to the children in the cities a true picture of life on the farm.

"The stories of animals are true stories of actual occurrences."

References: Klnds of sugar, 5-13; Wheat, 14-17, 147-70; Chipmunks, 18-19; Blacksmithing, 20-25; Birds, 30-31; 65-67; 131-33; Lumbering, 35-19; Nails, 53-55; Flax, 58-60; Hayling, 72-77; Harvesting, 82-85; Thrashing, 86-91; Corn husking, 92-95; Coal, 96-130; Fron, 131-13; Steel, 141-16.

SCIENCE.

As a rule children will not read these books for themselves. Teacher and pupil must read together such portions as have become of interest through observation, or by the teachers telling of the facts. The child's senses are most active at this period, and it is by means of his senses he is laying the foundation of his future knowledge. The teacher should aim to make the child see quickly and accurately the things around him; that is, train his observation.

All reading in science should be accompanied by observations. The teacher can get valuable material for use in the nature lesson from the science books in the other forms. See Manual, Nature lessons, Primary and Middle Forms.

The results of the child's observations, and what he has learned, may be told in the language lesson. See Manual, Language—Primary Form.

									to districts.
156.	[118.]	(592.)	Among	the	farmyard	people.	Clara		
	Di	llinghai	m Pierso	on. I	N. Y., E. P.	Dutton	& Co.,		
	189	99 24	in il	D	el			1.25	. 75

Duigo

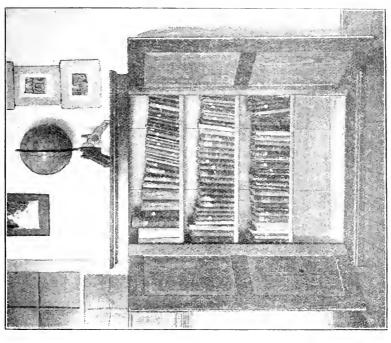
Delightful nature stories for the youngest readers, about the domestic animals. The book belongs to the set, Among the Forest People, and Among the Meadow People, by the same author. The author says,—"I want to introduce the farmyard people to you, and to have you call upon them and become better acquainted as soon as you can. Some of them are working for us, and we surely should know them. Perhaps, too, some of us are working for them, since that is the way in this delightful world of ours, and one of the happiest parts of life is helping and being helped."

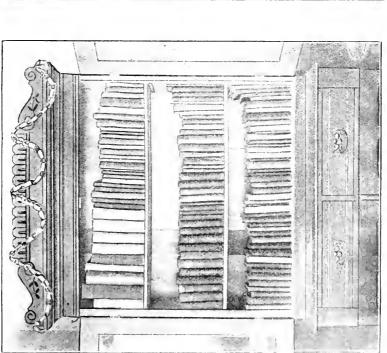
157. [116.] (88.) Among the forest people. Clara Dilling-		
ham Pierson. N. Y., E. P. Dutton & Co., 1898.		
219 p. il. D. cl	1.25	.75

Delightful stories about the animals of the forest, to be told or read to the youngest children. They will interest the children in the life about them. Starting with these stories the teacher may lead the pupils to observe and thus lay a good foundation for later work in science.

	List price.	Price to dis- tricts.
158. [117.] (89.) Among the meadow people. Clara Dillingham Pierson. N. Y., E. P. Dutton & Co., 1897. 127 p. il. D. cl	1.25	.75
Stories of nature for the youngest readers. The author says, "Many of these stories of field life were written for the little ones of my kindergarten, and they gave so much pleasure and aroused such a new interest in the 'meadow people' that it seemed wise to collect and add to the original number and send them out to a larger circle of boys and girls." The value of these stories told to the children is that they will arouse an interest in, and a love for nature. The wise teacher will set them to seeing for themselves, and follow up this interest with some of the more scientific reading as found in "Our shy neighbors," or "Histories of American insects."		
159. Among the pond people. Clara Dillingham Pierson. N. Y., E. P. Dutton & Co., c1901. 210 p. il. D. cl	1.25	.75
A book about the people who live in the ponds: Frogs, minnows, water spiders, tad-poles, snapping turtles, eels, muskrats and others. This series of books treating of the forest, meadow, farmyard, and pond people ought to be in every school library. They will arouse the children's interest in the creatures about them and develop their powers of observation. These stories will interest the youngest children in school if read or told to them by the teacher.		
160. [121.] (594.) Bee people. Margaret Warner Morley. Chicago, A. C. McClurg & Co., 1900. 177 p. il. D. cl	1.25	.75
The life of a bee for little people. Middle form children will read.		
161. [120.] (593.) Buz-buz: his twelve adventures. Charles Stuart Pratt. Bost., Lothrop Publishing Co., 1898. 102 p. il. D. el	. 75	.45
Twelve adventures of a house fly which will interest the young- est readers. The print is large and the illustrations are good.		
162. History of the robins. Sarah Trimmer. Ed. by Edward Everett Hale. Bost., D. C. Heath & Co., 1901. 90 p. il. D. cl.	. 20	.18
This story is about the English robin redbreast which is very different from our American bird of the same name. It will do much to interest the children in birds and will teach them a lesson of kindness.		
The teacher may make the reading of this the introduction to the study of birds with the younger children.		

163. Jingle book of birds. Edward B. Clark. Chic., A. W.		Price to dis- tricts.
Mumford, 1901. 36 p. il. Q. bds	.60	.33
Rhymes and jingles about birds containing illustrations in color of several of our common birds.		
164. [268.] (220.) Leaves and flowers, or Plant studies for young readers. Mary A. Spear. Bost., D. C. Heath & Co., 1900. 103 p. il. D. bds	. 25	. 22
Simple lessons on leaves and flowers. This should be read to the children by the teacher in connection with observation lessons.		
165. [119.] Stories of my four friends. Jane Andrews. Bost., Ginn & Co., 1901. 100 p. il. S. cl	. 45	.41





Library and bookcase in a district school of LaCrosse County.

Library and backerse in a district schoo, of Washington Co.

1

MIDDLE FORM OR INTERMEDIATE GRADES.

FICTION.

The children should read these books through for the pleasure the story gives them. At the same time the teacher should emphasize high ideals of character, and of action. Not by preaching but by questions and discussions with the pupils which shall call out from them the characters they like best—the lines of action they think good. Certain qualities of fine characters may be noted. The result of actions good and bad discussed.

The stories which portray life are invaluable in the work in geography. The descriptions of places, homes, dress, food, amusements, occupations, religions and religious ceremonies, schools, transportation, should be noted. In no geographies are there more graphic and truer descriptions than in much of our fiction. See Manual, Geography—Primary and Middle Forms. Fiction dealing as it does with characters which appeal to the child makes real the life of a country more than any other form of literature. If the child reads to the geography class good things he has found in his reading which are on the subject and which are interesting, he is getting the best kind of practice in reading. See Manual, Reading—Middle Form. And if the child tells what he has found accurately, well arranged in thought, and so as to interest his classmates, he can have no better practice in language. See Manual, Language— Middle Form.

	. price.	Price to dis- tricts.
166. Adventures of Joel Pepper. Margaret Sidney. Mr	S.	
H. M. Lothrop. Bost., Lothrop Pub. Co., 1900. 4	61	
p. il. D. el	1.50	.88

Continues the story of the Pepper family, especially Joel's adventures and pranks.

		v
	List	Price to dis- tricts.
167. [131.] (98.) Alice's adventures in Wonderland, Lewis Carroll (Charles Dodgson). N. Y., Macmillan Co., 1888. 192 p. il. D. cl		
One of the best children's books.		
168. [185.] Aunt Hannah and Seth. James Otis (J. O. Kaler). N. Y., Thomas Y. Crowell & Co., 1900, 109 p. il. D. bds		.36
Λ story of a little newsboy who finds friends and a home in the country.		
169. Bears of Blue River. Charles Major. N. Y., Doubleday & McClure Co., 1901. 277 p. il. D. cl		1.12
"No kind of tale has a firmer or more lasting grip upon the minds of both young and old than the bear story. It would be hard to find a boy who has not shivered with breathless and delicious terror over the adventures of some hero with a big bear." Balser Brent, the youthful hero of the tale, lives in Indiana during the early "20's, when that state was a frontier wilderness and the woods were full of bear, catamount and other varmints. Sol Balser's life did not lack excitement, and the narrative of his adventures from the time he could hardly hold up his father's big gui makes the most irresistible sort of reading. The many illustrations by A. B. Frost and Mrs. Mary Baker Baker help to give reality to the stirring scenes of the story."		
170. Bernardo and Laurette, Marguerite Bouvet. Chic., A. C. McClurg & Co., 1901. 217 p. il. D. cl		90,
A story of two little people of the Alps.		
171. [164.] (101.) Beautiful Joe. Marshall Saunders. Barnes & Co., 1898, 301 p. il. S. cl		5 .22
The story of a dog as told by himself. This is one of the children's favorites. It teaches kindness to animals and shows the influence of love and care upon dumb animals.		
172. [163.] (123.) Black Beauty; his grooms and companions. Anna Sewell. Chic., University Pub. Co. 215 p. il. D. cl		00
Beyond doubt the best book published to cultivate a spirit o kindness to the horse. The personality of Black Beauty is sestimate property property that the reaches follows the intelligent examples.	,	

strongly presented that the reader follows the intelligent creature's varied fortunes with as much interest, if not greater, than if he were human. One of the most popular books among children.

 173. Boy I knew, four dogs, and some more dogs. Laurence Hutton. N. Y., Harper & Bros., 1901. 116 p. il.	List price.	Price to dis- triets.
O. cl	1.25	.78
This interesting story of the boy and the four dogs is a <i>true</i> story and as such will appeal to many children who upon hearing or reading a story, ask, "Is it true?" Children will enjoy hearing it read.		
174. [146.] (604.) Cable story book: selections for school reading. George W. Cable. Ed. by Mary E. Burt. N. Y., C. Scribner's Sons, 1899. 176 p. il. D. (Scribner ser. of school reading.) cl	. 60	.50
Charming stories from the writings of George W. Cable suitable for children, and portraying the life of the south. In editing the volume no changes have been made in the text except with Mr. Cable's approval. Too much can not be said in praise of these writings of Cable. The south ceases to be a "place on the map" and the child gets in close contact with what is vital in her life. "To read Cable is to live in the South, to bask in its sunshine, eat of its figs and pomegranates, and dream its dreams. No other writer has so recorded its pulse-beats."—Editor's preface. Contents: Children's New Orleans, 1-25; The story of Bras-Coupe, 26-65; Jean ah Poquelin, 66-105; New Orleans before the capture, 106-123; Gregory's Island, 124-159; Story of the author's life, 160-176.		
175. [148.] (599.) Camp and trail: a story of the Maine woods. Isabel Hornibrook. Bost., Lothrop Pub. Co., 1897. il. D. cl	1.50	.88
Adventures in camp and on the trail among the woods and lakes ϵ ? Northern Maine. An unusually good book on this subject.		
176. [155.] (118.) Captain January. Laura E. Richards. N. Y., Dana Estes & Co., 1898. il. D. cl	. 50	.30
The story of a child who lived in a lighthouse on the coast of Maine. The story depicts life in a lighthouse and teaches a wonderful lesson in loyalty.		•
177. Child's Don Quixote: being the adventures of Don Quixote retold for young people by Calvin Dill Wilson. Saavedra M. de Cervantes. N. Y., T. Y. Crowell & Co., c1901. 251 p. il. S. cl	. 60	, 30
The style of Don Quixote as told by Cervantes is not simple enough to be within the understanding of children. The tale has		

Price List to disprice. tricts. been retold in a simple and shorter manner and will give the children much pleasure and introduce to them the famous characters, Don Ouixote and Sancho Panza. This story will create an interest in knights and their manner of life and may lead to the reading later on of Baldwin's "Story of Roland;" Frost's "Knights of the Round table" and "The Court of King Arthur;" and Wilson's "Story of the Cid." The teacher should have the children read stories of some of the great heroes of our own country and compare their lives and characters and the brave deeds done by them with the lives, characters and brave deeds of the knights of olden times. 178. [183.] Christmas angel. Katherine Pyle. Bost.. Little, Brown & Co., 1900. 136 p. il. D. cl.... 1.25.75 A pretty and imaginative story for the youngest children. Older children in this form will enjoy reading for themselves. 179. [167.] (126.) Christmas every day, and other stories. W. D. Howells. N. Y., Harper & Bros., 1893. 150 .80 Ought to be read to children of primary form. 180. [174.] (145.) Chuck Purdy. W. O. Stoddard. Bost., Lothrop Pub. Co., 1891. 318 p. il. D. cl...... 1.25 .70 A wholesome, breezy story, rich in suggestions to teachers as to the treatment of boys who study hard but learn slowly, and stimulating to the boys themselves. 181. Citizen Dan of the Junior Republic. Ida T. Thurston. Bost., A. I. Bradley & Co., 1901. 307 p. il. D. cl. 1.25 .70 This is the story of a colony of boys living in a settlement similar to the George Junior Republic. It will teach lessons of thrift, honesty, kindness, and truthfulness. 182. [170.] (141.) Dab Kinzer: a story of a growing boy.

W. O. Stoddard. N. Y., C. Scribner's Sons, 1896.

his active companions. Descriptions of 'long shore life on the coast of Long Island.

References: 'Long shore farm, 3, 7, 21, 38-40, 131-134; fishing, 71-74, 290-299; erab fishing, 46-58; 67-75; sailing, 91-123;156-158, 175-191; a New England academy, 248, 251, 260-266, 279-281.

	.ist rice.	Price to dis- tricts.
Thomas Y. Crowell & Co., 1900. 127 p. il. D.	. 50	.30
Λ story about a newsboy, teaching generosity and helpfulness.		
184. [180.] (610.) Dozen from Lakerim. Rupert Hughes. N. Y., Century Co., 1899. 223 p. il. D. cl	1.50	.85
Λ story of preparatory school life, especially games and out of door life.		
185. [188.] Ednah and her brothers. Eliza Orne White. Bost., Houghton, Mifflin & Co., 1900. 143 p. il. D. cl	1.00	. 60
Λ well written and entertaining account of the doings of the children of an artist in their father's studio in the country, and in New York City.		
186. [147.] (605.) Eugene Field book: verses, stories, and letters for school reading. Ed. by Mary E. Burt. N. Y., C. Scribner's Sons, 1899. 134 p. il. D. (Scribner's ser. of school reading.) cl	.60	. 50
These selections from Field's writings have been made upon a basis furnished by the interests of the children themselves. The selections the children like and which appeal most directly to them, will be found in this book.		,
187. [145.] (602.) Fanciful tales. Frank R. Steckton. N. Y., C. Scribner's Sons, 1899. 135 p. il. D. (Scribner's ser. of school reading.) cl	. 60	. 50
The introduction by Miss Burt, is a strong plea for reading of such character. This book is a general favorite with the children. These stories are also for primary form. Contents: Old pipes and the dryad, 1-31; Beeman of Orn, 32-51; Clocks of Rondaine, 52-80; The griffin and the Minor Canon, 81-107; The Christmas truants, 108-130.		
188. [161.] (121.) Five little Peppers, and how they grew. Margaret Sidney (<i>Mrs.</i> H. M. Lothrop). Bost., Lothrop Pub. Co., 1881. 410 p. il. D. cl	1.50	.85
A good story for children. The moral tone is good and wholesome, and many lessons of love, helpfulness and unselfishness are		

taught by the Pepper children.

Price List to districts. 189. Four on a farm. Mary P. Wells Smith. Bost., Little. Brown & Co., 1901. 309 p. il. D. cl......... 1.20 1.08 This is another of the "Jolly Good times" series of books and tells of the children's experiences at "Hilltop." It will teach children to appreciate the joy and beauty of country life and the happiness to be derived from helping one another. 190. Frigate's namesake. Alice Balch Abbot. N. Y., Century Co., 1901. 204 p. il. D. cl............. 1.00 .90 The story of a little girl named after the frigate Essex. Her love and admiration for the United States navy bring in stories about the navy and unusual experiences of which she is the heroine. 191. Hans Brinker, or, The silver skates: a story of life in Holland. Mary Mapes Dodge. New Amsterdam ed. N. Y., C. Scribner's Sons, 1901. 393 p. il. D. .96 cl. The story of Hans Brinker includes much of the story of Holland,—of its history, life, and the characteristics of its people. The descriptions of Dutch life and customs are very accurate, making the book invaluable to the geography class while studying Holland. It teaches a lesson of courage and nobility of character. Geographical references: Dutch art, 92-94, 209, 222; Amsterdam, 84-96; Canals, 11-14, 98, 156-62; Climate, 105-106, 169-70; 251-52; 349-50; Characteristics of the people, 16-17, 104-105, 154, 156 58; Dykes, 6 9, 10 11, 21 24, 111, 150 54; Dunes, 16, 145; Dress, 31, 46, 143 44, 156, 350 351; Dutch cities, 12-13, 61-62, 132-46; Dutch homes and buildings, 107-108, 213-16, 217-26; Food, 174, 218; Famous Dutchmen, 17, 18, 62, 65, 111, 12, 142 44, 200; St. Nicholas eve. 47, 55-59, 73-83; Hotels, 173-197, 252; Iceboating, 161-62, 168-71; Leyden, 205-12; Manners and customs, 132-33, 143, 242-45; Occupations of the people, 25-26, 54-55, 87-88; Skating, 2-6, 31-35, 44, 66, 97, 349-69; Story of the siege of Haarlem, 202 204; Tulip mania, 99 102; The Hague, 231 41; Windmills, 16, 18, 192. Heidi: a little Swiss girl's city and mountain life. Fran Johanna Spyri. Tr. by Helen B. Dole. Bost., Ginn & Co., 1900. 363 p. il. S. cl..... .40 . 34 The experiences of a little German girl in the Alps. The picture Is so vividly drawn that one will forget for the moment that he is

This is an excellent book to have the children read while they are studying the geography of Switzerland and may lead to the reading of the chapters on Switzerland in Carpenter's "Europe;" Shaw's "Big people;" and Jane Andrew's "Little mountain malden" in her "Seven Hitle sisters,"

not reading a chapter from real life.

193. [181.] (614.) Hoosier school-boy. Edward Eggleston.	List price.	Price to dis- tricts.
N. Y., C. Scribner's Sons, 1899. 130 p. il. D. (Scribner's ser. of school reading.) cl	. 60	. 50
194. [160.] (138.) Jack and Jill. Louisa M. Alcott. Bost., Little, Brown & Co., 1899. 325 p. il. D. cl	1.50	.88
Child life in a New England village.		
195. [156.] (120.) Jack Hall. Robert Grant. N. Y., C. Scribner's Sons, 1898. 394 p. il. D. cl	1.25	.82
A capital story for boys. The experience and adventures of a live boy are portrayed and it is a thoroughly healthful, manly and earnest story and one that is calculated to keep the boy who reads it to the unconscious ideals of good character.		
·196. Jack Morgan: a boy of 1812. William O. Stoddard. Bost., Lothrop Pub. Co., e1901. 353 p. il. D. el.	1.25	.75
This is a tale of the war of 1812. Jack Morgan, a maniful frontier boy, and a stont son of the border, is the central figure of this stirring story which deals with the war on land and water, along Lake Erie, between American soldiers, sailors, and frontiers men, on one side and the British and Indians on the other. It describes General Harrison's defence of Fort Meigs and Major Croghan's brilliant repulse of the British at Fort Stephenson, Perry's wonderful victory on Lake Erie and Harrison's triumph over Proctor and Tecumseh at the battle of the Thames. In all these historic events Jack Morgan bears a prominent part, along with his father, the farmer-frontiersman, his brave and loving mother, John Waller, a typical scout, Pohig, Perry's Indian follower, and other men and women of the frontier, the army and the fleet. The story is full of Indians, soldiers and sailors, adventure, fighting and courage, and is a splendid boy's story of action thrown against a notable historical background.		
197. [178.] (608.) Jack, the young ranchman: or, A boy's adventures in the Rockies. George Bird Grinnell. N. Y., Frederick A. Stokes & Co., 1899. 304 p. il. D. cl. A carrative of the actual occurrences in the life of a youth who spent several seasons on a ranch in the West, in the days when the cattle business was at its best, and before the extermination of the buffalo and the wild Indian. Belongs also to upper form.	. 1.25	.70
198. [182.] Josey and the chipmunk. Sydney Reid. N. Y., Century Co., 1900. 301 p. il. D. bds		.88

		Price
199. [166.] (125.) Juan and Juanita. Frances Countenay Baylor (<i>Mrs.</i> Frances Baylor Barnum). Bost.,	List price.	to dls- tricts.
Houghton, Mifflin & Co., 1896. 276 p. il. O. cl.	1.50	.90
An interesting story of two Mexican children who were captured by the Indians. The portrayal of Indian and Mexican life is very graphic.		
References for geography: Mexican home, 14-20; weaving of blankets, 21-23; description of Indians, 31-32; description of Northern Texas, 40; mountain scenery, 126-128; mirage, 130-131; Indian customs, 29-33, 51, 192, 34; animal life, 69-70, 76-78, 206, 113-115, 200.		
200. [142.] (112.) Jungle book. Rudyard Kipling. N. Y., Century Co., 1898. 303 p. il. D. cl	1.50	.96
201. [143.] (113.) Second jungle book. Rudyard Kipling. N. Y., Century Co., 1897. 324 p. il. D. cl	1.50	.96
The animal life of the jungle is portrayed in these stories. No stories have ever been written which make the child realize more keenly his relationship to the animal world.		
202. Junior cup. Allen French. N. Y., Century Co., 1901. 246 p. il. D. el	1.20	1.08
A very attractive story of boy life at school.		
203. [179.] (609.) Lakerim athletic club. Rupert Hughes. N. Y., Century Co., 1898. 286 p. il. D. cl	1.50	.85
A spirited story of boy life.		
204. [150.] (110.) Left behind. James Otis (J. O. Kaler) N. Y., Harper & Bros., 1897. 205 p. il. S. cl	, 60	.40
A story of two liftle gamins setting to work to make honestly a living and a home.		
205. Lem: a New England village boy: his adventures and his mishaps. Noah Brooks. N. Y., C: Scribner's Sons, 1901. 301 p. il. D. cl	1.00	. 90
A faithful portrayal of boy life in a New England village fifty or sixty years ago. The story is full of adventure and will appeal to the interests of boys.		

	List price.	Price to dis- tricts.
206. [140.] (109.) Life and adventures of Robinson Crusoe. Daniel DeFoe. Ed. by Kate Stephens. N. Y., American Book Company, 1896. 246 p. il. D. el.		
The story has been divided into short chapters, long sentences are split up into shorter ones, antiquated expressions are either explained in foot notes or replaced by their modern equivalents.		
 207. [134.] (100.) Little Daffydowndilly, and other stories. Nathaniel Hawthorne. Bost., Houghton, Mifflin & Co., 1887. 82 p. il. D. (Riverside lit. ser.) cl. 	.15	.12
Some very good stories in Hawthorne's inimitable English. Ought to be read to the children. The biographical stories are about the childhood of Benjamin West, Newton, Samuel Johnson, Cromwell, Franklin, and Queen Christina.		
208. [157.] (135.) Little men. Louisa M. Alcott. Bost., Little, Brown & Co., 1898. 376 p. il. S. cl	1.50	.88
209. [158.] (136.) Little women; or, Meg, Jo, Beth and Amy. Louisa M. Alcott. Bost., Little, Brown & Co. 532 p. il. S. cl		.88
Two of the best children's books ever written. Portrayals of child life, natural, wholesome and inspiring.		
210. Maggie McLanehan. Gulielma Zollinger. Chic., A. C. McClurg & Co., 1901. 319 p. il. D. el	1.00	.90
The heroine is a courageous young Irish girl, thrown on her own resources at an early age, the story describing her successful efforts to earn a living for herself and her little cousin.		
211. [153.] (133.) Mr. Stubbs's brother; a sequel to Toby Tyler. James Otis (J. O. Kaler). N. Y., Harper & Bros., 1898. 283 p. il. S. cl	. 60	. 42
The pupils who enjoyed Toby Tyler will like this book.		
212. [176.] (606.) Nelly's silver mine: a story of Colorado life. Helen Hunt Jackson. Boston, Little, Brown & Co., 1900. 379 p. S. cl	1.50	.88
A charming story of a little girl, whose good will, patience and truth will inspire the children.		

List to disprice, tricts.

213. Old ballads in prose. Eva March Tappan. Bost.. Houghton, Mifflin & Co., 1901. 228 p. il. D. cl. 1.10 ..99

Miss Tappan gives modern versions in prose of old ballads formerly sung by minstrels. These include Willie Wallace, King John and the Abbot, How Robin Hood served the King, and The King and the Miller of Mansfield. The selection of ballads seems judicious, and the experiment of putting them in fresh and famillar language is successful. The book is primarily intended for children, but older persons will enjoy reading it.

Entertaining stories of child life.

Interesting stories by prominent writers filled with concrete lessons in right doing.

216. Pussy Meow: the autobiogrophy of a cat. S. Louise Patteson. Introd. by Sarah K. Bolton. Phil., George W. Jacobs & Co., c1901. 237 p. il. D. cl. .60 .48

"In Pussy Mcor we have the latest contribution to the literature devoted to dumh animals of which 'Black Beauty,' and 'Beautiful Joe' are notable examples.

This little book is written—as its name indicates—in behalf of the cat, and seeks to do for that often much abused little creature what those two named books have done for the horse and the dog. And inasmuch as the cat is so entirely helpless to defend herself the need for such an appeal is even greater in her case than in that of either the horse or the dog. The book is written in a spirit of sympathy that makes the story a touching one without being sentimental. More cruelty*to animals comes from thoughtlessness and indifference than through real malice and In the trials and tribulations of Pussy Meow this truth is forcibly brought out. The author also weaves much useful information as to the care of the cat in the telling of Pussy's story."

217. [171.] (142.) Quartet. W. O. Stoddard. N. Y., C. Scribner's Sons, 1890. 332 p. D. cl............. 1.00 .65

This is a sequel to Dab Kinzer and telts the story of the life of Dab and his friends in the Grantley Academy.

	List price.	Price to dis- tricts.
218. [190.] Road to nowhere. Livingston B. Morse. N. Y., Harper & Bros., 1900. 236 p. il. D. cl	1.50	.90
An imaginative story for imaginative children.		
219. [175.] (598.) St. Nicholas Christmas book. N. Y., Century Co., 1899. 218 p. il. O. cl	1.50	.88
Verse and prose on the subject of Christmas by various authors selected from the best published in the St. Nicholas magazine. Some of the stories can be read in primary form.		
220. [149.] (111.) Solomon Crow's Christmas pockets. Ruth McEnery Stuart. N. Y., Harper & Bros., 1898. 201 p. il. D. cl	1.25	.80
Most delightful stories portraying negro life. Ought to be read to children of the primary form.		
221. Spectacle man: a story of the missing bridge. Mary F. Leonard. Bost., W. A. Wilde Company, 1901. 266 p. il. D. cl	1.00	.60
The scene of this story is laid in Louisville, Kentucky, and is full of picturesque scenes characteristic of that part of the country. The story is about a little girl. Children of the Upper Form will enjoy reading it.		
222. [137.] (105.) Stories and poems for children. Celia Thaxter. Bost., Houghton, Mifflin & Co., 1896. 257 p. D. (Riverside school lib.) cl	. 60	.48
223. [162.] (613.) Stories Polly Pepper told to the five little Peppers in the little brown house. Margaret Sidney (Mrs. H. M. Lothrop). Bost., Lothrop Pub. Co., 1899. 469 p. il. D. cl	1,50	.85
To the children who learned to know and to love the Pepper family this volume will be especially delightful. Ought to be read to primary form.		
224. [136.] (102.) Story of a bad boy. Thomas Bailey Aldrich. Bost., Houghton, Mifflin & Co., 1897. 261 p. il. D. (Riverside school lib.) cl	.70	.60
A New England boy's autobiography frankly and humorously told.		

	List	Price to dis-
225. [173.] (144.) Success against odds. W. O. Stoddard. N. Y., D. Appleton & Co., 1898. il. D. cl	price.	tricts.
A story of a boy whose pluck and energy helps a whole family. The book is filled with the life on the coast of Long Island. References: 'Long shore sand farm, 34-36, 130-136, 265; fishing, 161-165.		
226. [151.] (131.) Tim and Tip. James Otis (J. O. Kaler). N. Y., Harper & Bros., 1885. 179 p. il. S. cl	. 60	. 10
The adventures of a boy and a dog. The child who is fond of a dog will like this story.		
227. [152.] (132.) Toby Tyler; or, ten weeks with the circus. James Otis (J. O. Kaler). N. Y., Harper & Bros., 1898. 265 p. il. D. cl	. 60	. 40
The explanatory title might possibly suggest that this would not be the best sort of a story for young folks, but it is really one of the books that appeal strongly to the feelings, kindle right sympathies, and broaden the reader's interest in humble humanity. Toly is a most lovable little fellow, and Mr. Stubbs is inimitable. Older people will enjoy the book as well as boys and girls.		
228. [159.] (137.) Under the lilacs. Louisa M. Alcott. Bost., Little, Brown & Co., 1890. 305 p. il. S. cl	1.50	.88
229. [130.] (97.) Water babies; a fairy tale for a land baby. Charles Kingsley. New ed. N. Y., Macmillan Co. 310 p. il. D. cl	.50	.38
A beautiful story for children about a chimney sweep called Tom and the inhabitants of water.		
230. [139.] (108.) Widow O'Callaghan's boys. Gulielma Zollinger. Chic., A. C. McClurg & Co., 1898. 297 p. il. D. el	1.25	.75
The story of seven boys who learned that the little duty close at hand is often the most difficult and the noblest. The children will enjoy the story. The teacher will find in it some of the soundest pedagogy ever put into a story.		
231. [144.] (600.) Will Shakespeare's little lad. Imogen Clark. N. Y., C. Scribner's Sons, 1897. 306 p. il.		
D. cl	1.50	. 96

A story that has the spirit and freshness of winter air. The boys especially feel a sympathetic interest in such lively accounts of rabbit hunts, trapping, snow-ball battles, deer-stalking in the snow, and sports of similar nature.

HISTORICAL FICTION.

Historical fiction makes history real, for it reveals not only the life but the spirit of the times. If properly read it helps the child to visualize—to see history. Manners and customs,—that is, homes, surroundings, food, clothing, ways of travel, amusements, occupations, mode of warfare, language, religion, etc., etc.,—as touched upon in the story should be noted and grouped, and their characteristics dwelt upon, the historical event upon which the story is based read or told to the children.

The teacher should help the child to form high ideals of life and character, and encourage the child to admire the good, the true, and the noble.

"Children's stories of the Civil War among confederate camps. Tells of a brave little boy's courageous deed. "Kittykin, and the part she played in the war," is an amusing story about a cat. "Nancy Pansy," a story of a brave little girl and her doll. Jack and Jake." a story of a boy and his slave."

Children will enjoy this book because it is the story of the life and adventures of other boys and girls. By means of this Interest the teacher may create a new interest in the story of the Civil war and lead some of the children to desire to learn more about the war which they will find in Blaisdell's "Stories of the civil war;" Brook's "Abraham Lincoln" and other books upon the Township list.

A story of Creek Indian war.

	Llst price.	Price to dis- tricts.
235. [207.] (617.) Cadet Standish of the St. Louis: a sto of our naval campaign in Cuban waters. Willia Drysdale. Bost., W. A. Wilde & Co., 1899. 354 il. D. cl	ory am p.	
A good story of a boy who goes to Cuba on a mission in government's secret service during our late war. Will do for up form also.		1
236. [198.] Childhood of Ji-shib', the Ojibwa. Alb Ernest Jenks. Madison, American Thresherm Co., 1900. 130 p. il. D. cl	an	.60
An Indian story filled with the spirit of Indian life, which appeal to every child.	will	
237. Docas, the Indian boy of Santa Clara. Genevra Siss Snedden. Bost., D. C. Heath & Co., 1899. 150 il. D. cl	p.	5 .32
Stories of Indian childhood, life, and customs.		
238. Flower of the wilderness. Almira G. Plympt Bost., Little, Brown & Co., 1899. 260 p. il.	D.	.90
Colonial life in Massachusetts is the subject of this story. tale is founded on a mystery in the history of a little colonlal games the book incidentally gives much information about the plant of New England. This is an excellent book to read to the school for open	drl. life	
exercises and may serve as a source of several new lines of terests.		
Some children will be interested in reading more books Colonial and Indian life and others in reading more about Plant and Bird Life in New England.		
239. Gordon highlander. E. Everett-Green. N. Y., Thon Nelson & Sons, 1901. 272 p. D. el		.50
The story of a young boy whose father was a captain in English army. The children will get much valuable informat about the Boer war in South Africa by reading this book.		
240. [191.] (622.) Havelock the Dane: a legend of Grimsby and Lincoln. Charles W. Whistler. Y., Thomas Nelson and Sons, 1900. 393 p. il.	N. D.	
cl		5 .63
An out regent tascinaringly toru. Antiorett of the upper to	/1 415	

will read.

	List price.	Price to dis- tricts.
241. [200.] (623.) In Colonial times: the adventures of Ann, the bound girl of Samuel Wales, of Braintree, in the province of Massachusetts Bay. Mary E. Wilkins. Bost., Lothrop Pub. Co., 1899. 115 p. il. D. cl		
Presents a new phase of Colonial life. The documents in the case are given. Upper form will enjoy.		
242. [192.] (148.) In the brave days of old. Ruth Hall. Bost., Houghton, Mifflin & Co., 1898. 334 p. il. D. cl		. 90
The adventures of two English boys who followed Henry Hudson to America.		
243. [194.] King Robert's page. G. Manville Fenn. N. Y., E. P. Dutton & Co., 72 p. il. D. bds		. 45
A charming story of a brave little boy who became the King's page and sword bearer.		
244. [199.] (43.) Little girl of long ago. Eliza Orne White. Bost., Houghton, Miffiin & Co., 1898. 151 p. il. D. cl	1.00	.60
A story of a little girl who lived long ago in Boston. Her companions, games, her playthings, her pleasure trips, her work, and her home are all described. Compare with the life of a little girl of today.		
245. [195.] (149.) Little Smoke. W. O. Stoddard. N. Y., D. Appleton & Co., 1898. 295 p. il. D. cl		.85
An exciting story of the adventures of a boy who was captured by the Sioux Indians and lived with Sitting Bull's band. A valuable book in connection with history. The illustrations depict many curious weapons, utensils, and articles of dress, used by the Indians.		
246. Margot: the Court shoemaker's child. Millicent E. Mann. Chic., A. C. McClurg & Co., 1901. 231 p. il. D. cl		.90
Margot's father, who is shoemaker to the Court of France in the reign of Louis xiv., is a Huguenot; and when the times of persecution come, little Margot is hurried out of France. She escapes to America, and has many strange adventures in the wilderness.		4

247. [193.] (625.) Micah Clarke; a tale of Monmouth's	List pr.ce.	Price to dis- tricts.
rebellion. A. Conan Doyle, N. Y., Longmans, Green & Co., 1894, 217 p. il. D. (Longmans' supplementary readers.) cl	.50	. 40
This stirring story has been adapted for school use.		
248. [202.] Noank's log: a privateer of the Revolution. W. O. Stoddard. Best., Lothrop Pub. Co., 1900. 337 p. il. D. el	1,25	. 75
Story of life on an American cruiser during the Revolutionary war.		
249 Otto of the silver hand. Howard Pyle. N. Y., C: Scribner's Sons, 1901. 170 p. il. O. cl	2.00	1.28
The story of a little boy who lived during the Middle Ages.		
250. [206.] (155.) Two little confederates. Thomas Nelson Page. N. Y., C: Scribner's Sons. 1891. 156 p. il. O. cl	1.50	.98
A story of home life on a plantation in Virginia during the Rebellion. The interest centers about two boys who had many stirring adventures. References: Plantation and surroundings, 1-3, 34, 35, 37; mode of travel, 1, 10-11; poor whites, 31-34, 38; negro peculiarities, 25-28, 54-57, 66-64; the beginning of the war, 5-6; confederate army, 9; feeding the soldiers, 9-17, 19, 47; description of camp, 11-18; conscript efficers, 20-34, 43; deserters, 30-34; 44, 141-115.		

FARY STORIES, FOLK STORIES, MYTHS, AND LEGENDS.

Many of the children in this form still enjoy fairy stories, myths, and legends. They are valuable as a means of training the imagination; and because they form an indispensable part of art and literature, familiarity with them will unlock much in art and literature which otherwise the child will pass by because it is too much of a task to "look it up." Here is good material for work in language. Manual, Language—Middle Form.

		Price to dis- tricts.
"This charming little book is devoted to tales from Norse mythology. The stories are told clearly and interestingly, as befits the understanding of children. The authors have had much experience with cuildren, for whom these stories are written, and fully understand their needs for literature of this class. The illustrations are excellent and the book will prove very attractive to young people."		
252. [212.] At the back of the north wind. George Mac- Donald. N. Y., George Routledge & Sons. 378 p. il. D. cl	1.00	.38
 253. [223.] (631.) Court of King Arthur: stories from the land of the round table. William Henry Frost. N. Y., C: Scribner's Sons, 1899. 302 p. il. D. cl. Well told stories of the land of King Arthur. Children who read and enjoyed "Knights of the Round Table" by the same author, will enjoy these stories. 	1.50	.96
 254. [214.] (627.) Danish fairy and folk tales: a collection of popular stories and fairy tales. From the Danish of Svend Grundtvig, E. T. Kristensen, Ingvor Bodesen, and L. Budde. Ed. by J. Christian Bay. N. Y., Harper & Bros., 1899. 293 p. il. cl "The folk tales of the Danes are prominently illustrative of the 	1.50	.85

ways and habits of this nation. Interwoven as they are with the

List to disprice, tricts, lain utial

best and brightest thoughts, hopes and aspirations of 'the plain people'—the rural population—they cannot but represent essential features of popular belief and aspiration." *Editor's preface*, Good material for stories to be told to lower form.

The best of these fairy stories.

256, [209.] Grey fairy book. Andrew Lang, ed. N. Y., Longmans, Green & Co., 1909. 387 p. il. D. el. 2.00 1.25

A collection of fairy stories from many countries.

Stories of King Arthur and his knights told in a most fascinating way. The older pupils in this form can read the book and children of the upper form will enjoy it.

The story of the experiences of two Southern children Buster John and Sweetest Susan and their negro nurse Drusilla in Mr. Thimblefinger's queer country.

259. [216.] (164.) Mr. Rabbit at home; a sequel to little Mr. Thimblefinger. Joel Chandler Harris. Bost., Houghton, Mifflin & Co., 1895. 304 p. il. O. cl. 2.00 1.20

Buster John, Sweetest Susan, and Drusilla of the "Little Mr. Thimblefinger" stories make a second visit to Mr. Thimblefinger's queer country and hear from Mr. Rabbit and Mrs. Meadows a number of odd stories about "Where the thunder lives," "The jumping-off place," "The blue hen's chickens," "The cow with the golden horns," and other strange animals.

The last two books are collections of negro folk stories filled with quaint humor, wisdom and negro life. Most children are delighted with these books. Many of the stories ought to be read to children of the primary form.

Price List to disprice, tricts.

. 60

.50

.40

. 51

260. Aaron in the wildwoods. Joel Chandler Hairis. Bost.,
Houghton, Millin & Co., 1897. 270 p. il. O. el. 2.00 1.20

This story carries the young reader back to the early days of Aaron's career, when he was a fugitive in the wildwoods and before Buster John and Sweetest Susan were born. It completes the personal history of Aaron and gives incidentally a description of night life on a Southern plantation. A chapter on "The secrets of the swamps" written from the point of view of the negro, is were into the narrative.

The children of the "Thimble-finger" stories had been told by Mr. Thimblefinger that there was a man named Aaron in the Abercrombie place who knew the language of animals. They make themselves known to him and then follow curious stories told by the horse, the dog, the white pig, and others, oddly interwoven with the family history.

262. [220.] (630.) Odysseus: the hero of Ithaca, adapted from the Third Book of the Primary Schools of Athens, Greece. Mary E. Burt and Zenaide Alexeieona Ragozin. N. Y., C: Scribner's Sons, 1898. 223 p. D. (Scribner's ser. of school reading.) cl.

Stories from Homer's Odysseus. The volume is divided into three parts, the first of which gives a short resume of the war against Troy and the destruction of that city; the second, the wanderings of Odysseus till his arrival in Ithaca; the third, his arrival.

The most popular of these stories told in such a way as to be very attractive to young readers.

The best stories from the Arabian Nights.

265. [218.] (168.) Stories of long ago. Grace H. Kupfer. Bost., D. C. Heath & Co., 1897. 177 p. il. D. cl. .35 .31

Some of the most pleasing stories from Greek and Roman mythology. Following many of the stories are poems of our greatest authors on the same subjects. The book is most beautifully illustrated with reproductions of famous paintings and sculptures.

		Price to dis- tricts.
266. [221.] (170.) Story of Aeneas. M. Clarke. N. Y., American Book Company, 1898. 203 p. il. D. cl.		
The story of the Aeneid told for young readers. Beautiful illustrations.		
267. [219.] (169.) Story of Troy. M. Clarke. N. Y., American Book Company, 1898. 251 p. il. D. cl	. 60	.51
Story of the Iliad told in a very interesting way for young readers. The book is most beautifully illustrated,		
•		
268. [225.] (628.) Tales of Languedoc. Samuel Jaques Brun. N. Y., Macmillan Co., 1899. 240 p. il. D. cl	1.50	. 96
Most imaginative folk stories of the south of France told with directness and a dramatic quality which is unusual. The main lessons conveyed by these fireside tales are those elementary ones which appeal so forcibly to a child's sense of justice. Stories ought to be told or read to primary form.		
269. [217.] (167.) Tanglewood tales. Nathaniel Hawthorne. Bost., Houghton, Mifflin & Co., 1883. 222 p. il. D. (Riverside Lit. ser.) cl	.40	.32
Hawthorne's excellent English makes these stories of particular value to children. The older children can read for themselves.		
270. Violet fairy book. Ed. by Andrew Lang. N. Y., Long-		
mans, Green & Co., 1901. 888 p. il. D. cl	1.60	1.44
The stories in this book are translations of the popular tra- ditional tales of other countries. Many of these were originally told long before reading and writing were invented. Some of the most interesting are from the Scandinavian and Roumanian.		

BIOGRAPHY.

Grouping great events around great men who may become real persons to children is one of the best ways of teaching history. That the man lived and died at a certain time is not so important as what kind of a man he was, what he did, and what great events he took part in. Aim to make some of the great personages real by dwelling upon some of those personal anecdotes which are of interest to the child. Make these leading figures in history so familiar to the child that they become the centers around which much of his knowledge of history may be grouped. The child is in the susceptible stage in which the heroes who have fired his imagination will often become his ideals of all that is noble and good and he will desire to share their experiences and aspirations. See Manual, History—Primary and Middle Forms.

27I. [224.] (172.) Wagner story book. William Henry	List price.	Price to dis- tricts.
Frost. N. Y., C: Scribner's Sons. 1898. 245 p. il. D. cl	1.50	.96
The stories of Wagner's famous operas most fascinatingly told. Pupils of the upper form will enjoy these stories. References: Nibelungen lied, 3-94; Lohengrin, 97-114; Tannhauser, 194-212; Parzifal, 216-239.		
, ·		
272. American boys' life of William McKinley. Edward Stratemeyer. Bost., Lee & Shepard, 1901. 316 p. il. D. cl	1.25	. 75
Here is told the whole story of McKinley's boyhood days, his life at school and at college, his work as a school teacher, his glorious career in the army, his struggles to obtain a footing as a lawyer, his efforts as a Congressman, and lastly his prosperous career as our Fresident. There are many side lights on the work		
of the White House during the war with Spain, and in China, all told in a style particularly adapted to boys and young men.		
273. Boy general: story of the life of Major-General George A. Custer. Elizabeth B. Custer. Ed. by		

This is a condensed survey of the life of Custer, as told by his wife, in "Tenting on the plains," "Following the Guidon,"

.60

.54

and "Boots and Saddles." It summarizes his public services, from the reorganization of Texas after the Civil War and the suppression of the intended Mexican Invasion, to the pioneer work of himself and his brave soldiers in opening up the Northwest. Its pages are full of examples of self-control; self-sacrifice, fortitude, kindliness, patriotism, and temperance.		Price to dis- tricts.
274. [234.] (197.) Boy life of Napoleon. Eugenie Foa. Tr. from the French by E. S. Brooks. Bost., Lothrop Pub. Co., 1895. 251 p. il. O. cl		.70
The story of Napoleon's boyhood vividly told.		
275. [233.] (203.) Children's life of Abraham Lincoln. M. Louise Putnam. Chic., A. C. McClurg & Co., 1898. 290 p. il. D. cl		.75
One of the best accounts of the life of Lincoln for children.		
 276. Decatur and Somers. Molly Elliott Seawell. N. Y., D. Appleton & Co., 1894. 169 p. il. D. cl A most interesting story of two young naval heroes. The story 	1.00	. 55
is full of action and will certainly interest the boys. Life aboard a naval ship, the trip to the Mediterranean, the capture of the Tripolitan pirates, the capture of the Philadelphia and its recapture, and the assaults on Tripoli are most graphically described.		
277. [226.] (632.) Discoverers and explorers. Edward R. Shaw. N. Y., American Book Company, 1900. 120 p. il. D. cl	.35	.31
Interesting events in the lives of those heroes whose adventures and daring exploits always appeal to children. The heroes are Marco Polo, Columbus da Gama, Cabot, Ponce de Leon, Balboa, Magellan, Cortes, Pizarro, De Sofo, Drake, and Hudson.		
278. [228.] Four American pioneers: Daniel Boone, George Rogers Clark, David Crockett, Kit Carson: a book for young Americans. Frances M. Perry, and Katherine Beebe. N. Y., Werner School Book Co., 1900. 255 p. il. D. (Four great American		10
ser.) cl Will Interest older children.	. 50	.42
THE PROCESS OF STREET		

279. [236.] (636.) Four American poets. Sherwin Cody.	•	Price to dis- tricts.
N. Y., Werner School Book Co., 1899. 254 p. D. cl		.42
The children may become interested in the lives of these poets through their poems. The poets are Bryant, Longfellow, Whittier, and Holmes.		1 T)
280. [235.] (205.) Fridtjof Nansen. Jacob B. Bull. Bost., D. C. Heath & Co., 1898. 132 p. D. cl		.27
A very interesting account of the life and adventures of Nansen. This book will prove very valuable used in connection with the geography of the cold countries. References: Nansen's home, 1; his boyhood, 2-48; the Greenland expedition, 35-72; the Polar expedition, 73-132.		
281. [200.] (201.) Lafayette. Alma Holman Burton. N. Y., Werner School Book Co., 1898. 85 p. il. S. cl		.30
282. [203.] (154.) Paul Jones. Molly Elliot Seawell. N. Y., D. Appleton & Co., 1893. 166 p. il. D. cl A spirited story of one of our greatest naval heroes and his daring deeds during the Revolution. The story is filled with the adventures of Jones as he cruises in British waters.	1.00	.55
283. [205.] Reuben James: a hero of the forecastle. Cyrus Townsend Brady. N. Y., D. Appleton & Co., 1900. 158 p. il. D	1.00	. 55
284. [231.] Story of Captain Meriwether Lewis and Captain William Clark; for young readers. Nellie F. Kingsley. N. Y., Werner School Book Co., 1900. 128 p. il. S. (Baldwin's biog. booklets.) cl		.22

Will create an interest in history and lead children from stories of pure adventure to history.

	List	Price to dis- tricts.
285. Talks about Authors and their work. Ella Rec Ware. Chic., A. Flanagan Co., c1899. 230 p. D. el	il.) .45
Simple sketches of the lives of well known authors. References: Nathaniel Hawthorne, 52-61; Lewis Agassiz, 70; Henry Wadsworth Longfellow, 71-86; John Greenleaf Whitt 87-99; Charles Dickens, 101-115; Harriet Beecher Stowe, 117-Charles Kingsley, 126-31; Edward Eggleston, 132-39; Will bean Howells, 141-47; Frances Willard, 149-51; Edward Eve Hale, 153-58; Ejornstjerne Bjornson, 159-62; Louisa Alcott, 172; Samuel Clemens, 173-81; Wolfgang Mozart, 9-12; Felix Melssohn, 13-16; Robert Burns, 17-25; Washington Irving, 26-Jacob L. Grimm and W. K. Grimm, 37-40; Hans Christian Ansen, 41-51; Frances Hodgson Burnett, 182-89; Joel Chandler Iris, 190-97; Eugene Field, 199-202; Robert Louis Stevens 203-10; James Whitcomb Riley, 211-18; Rudyard Kipl 219-30.	tier, 25; iam rett :63- Ien- 36; der- Iar- son,	
286. [229.] (202.) True story of Benjamin Franklin. E. Brooks, Bost., Lothrop Pub. Co., 1898. 250 p. cl	O.	.85
287. [227.] (198.) True story of Christopher Columb E. S. Brooks. Bost., Lothrop Pub. Co., 1892. 1 p. il. O. cl	187 1.50	.85
288. [232.] (204.) True story of U. S. Grant. E. Brooks. Bost., Lothrop Pub. Co., 1897. 234 il. O. cl	p.	.85
289. [201.] (620.) With Perry on Lake Erie: a tale 1812. James O(is (J. O. Kaler). Bost., W. Wilde Co., 1899. 307 p. il. D. cl The deeds of Commodore Perry related from the standpo of the younger brother who shared his triumphs.	A. 1.50	.85

HISTORY.

These books will be found valuable in connection with the work in history. Many of the books the child will not read himself, nor from cover to cover. The teacher must read with him and interest him in parts of books which bear directly upon the topic in history. When the pupil is interested, he will read. See Manual, History—Primary and Middle Forms.

So far as possible help the child to arrange his knowledge so that proper events and people, and events which grow out of each other, are associated. Help the child to admire all lessens in bravery, courage, loyalty, steadfastness to purpose, truth, devotion to duty, perseverance, and self-sacrifice.

As in fiction, whenever manners and customs are portrayed, they should be studied. See "Historical Fiction."

List to disprice, tricts.

290. [243.] (188.) American Indians. Frederick Starr.

Bost., D. C. Heath & Co., 1899. 277 p. il. D. cl. .45 .40

A very interesting and clear account of the various tribes of American Indians. Though written for children, older readers will find it interesting. The topical arrangement of the book is fine, and the illustrations are good. See table of contents.

References: General facts about Indians: Houses, 7; dress, 14; child-life, 22; their stories, 31; war, 39; hunting and fishing, 46; the campfire, 53; sign language, 60; picture writing, 65; totem posts, 195; money, 73; medicine men, 80; dances and ceremonials, 85-92, 155 160, 168-174; burial and graves, 92.

Special facts about Indians: The mound builders, 98; various tribes in U. S., 108-155; Pueblos, 161; cliff dwellers, 175; Indians of California, 201; the Aztecs, 208; the Mayas, 215.

Historical as well as biographical, showing the progress of inventions.

Price List to disprice. tricts. 292. American leaders and heroes: a preliminary textbook in United States history. Wilbur F. Gordy. .60 .50 N. Y., C: Scribner's Sons, 1901. 329 p. il. D. cl. A historical reader which makes prominent personal traits in the characters of American heroes and leaders. It narrates incidents in the lives of those men in a vivid, dramatic manner. References: Roger Williams, 81-91; Puritans, 81-91; William Penn, 92-102; Quakers, 92-102; Christopher Columbus, 1-21; Hernando DeSoto, 22-30; Sir Walter Raleigh, 31-34; John Smith, 42-54; Nathaniel Bacon, 55-63; Miles Standish, 64-80; Pilgrims, 64-80; Benjamin Franklin, 175-188; Nathaniel Greene, 210-221; Francis Marion, 217-21; Daniel Boone, 222-33; Thomas Jefferson, $243\text{-}45\,$; Louisiana purchase, $-241\text{-}44\,$; Robert Fulton, $-246\text{-}52\,$; Andrew Jackson, 253-63; Cavelier de LaSalle, 103-15; George Washington, 117-35, 189-210; James Wolfe, 136-45; Patrick Henry, 146-55; Samuel Adams, 156-64; Paul Revere, 165-74; Boston Tea party, 156-64; Fanueil hall, 159-60; Robert Fulton and the steamboat, 246-52; William McKinley, 317-19; Massasoit, 75-76; Tobacco, 56-58; Daniel Webster, 265-72; Samuel Finley Breese Morse and the electric telegraph, 273-81; Abraham Lincoln, 282 301; Ulysses S. Grant, 302 13; Spanish-American war, 314-26. 293. [247.] (192.) Boys of '76; a history of the Revolution. Charles Carleton Coffin. N. Y., Harper & Bros., 1876. 388 p. il. O. cl. In this volume the story of the sufferings and contests, the victories and defeats, the patriotism and self-denial, of the heroes in the struggle for American independence are told so vividly and appreciatively that the reader's pride is kindled in the deeds of bravery and the wonderful achievement of our forefathers. No one who reads these stirring pages will under-rate the importance of that conflict, and such perusal must quicken to an enthusiastic love of liberty and the rights of man. 294. [250.] (193.) Century book of the American Revolution. E. S. Brooks. N. Y., Century Co., 1897. 1.50248 p. il. O. cl. The book is profusely illustrated. The information is given in the conversation of these young people who talk over what happened at the various places they visit. References: Lexington, 17-34; Concord, 35-54; Bunker Hill, 55-72; New York (Washington's retreat), 73-94; along the Delaware, 95-114; the Schuylkill and thereabouts, 115-138; up the Hudson, 139-158; with Burgoyne, 159-174; Savannah, 174-192; Camden and King's Mountain, 193 210; in the region of Cowpens, 211-228; Yorktown, 229-218. 295. [252.] (185.) Children's stories of American progress. Henrietta Christian Wright. N. Y., C: Scribner's Sons, 1898. 333 p. il. D. cl...... 1.25.80

Almost every notable occurrence in the gradual development of our country is woven into an affractive story for young people. References: Life on the frontier, 1-40, 268-278; Daniel Boone,

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References: La Salle, 9-32; Geo. R. Clarke, 33-49; Lincoln, 50-59; Joliet and Marquette, 60-68; Hennepin, 69-77; the Sloux massacre, 78-90; Daniel Boone, 91-102; Robertson, 103-135; Lewis and Clarke, 136-148; Fremont, 149-162; De Soto, 163-173.

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314. [274.] (227.) Asia. Frank G. Carpenter. N. Y.,
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315. [272.] (223.) By land and sea. Bost., Perry Mason & Co., 1895. 256 p. il. O. cl.

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316. Child-life in Japan and Japanese child stories. Mrs. M. Chaplin Ayrton. Ed. by William Elliot Griffis. Bost., D. C. Heath & Co., 1901. 70 p. il. D. cl..

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322. North America: with an especially full treatment of the United States and its dependencies. Ralph S. Tarr. and Frank M. McMurry. N. Y., Macmillan Co., 1901. 469 p. il. maps. D. cl. (Tarr & McMurry's geographies: second book.)

The series of which this is the second book will furnish an excellent source of reference material to use to supplement the outline given in the general text book in geography.

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327. [275.] (226.) Little people of Asia. Olive Thorne Miller. (Mrs. Harriet Mann Miller.) N. Y. E. P. Dutton & Co., 1896. 405 p. il. O. cl	2,50	1.45
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328. [276a.] (229.) Lost in the jungle. Paul Du Chaillu. N. Y., Harper & Bros., 1869. 260 p. il. D. cl. 1.00 .58

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331. [280.] (231.) Picturesque geographical reader. 2d Bk. This continent of ours. Charles F. King. Bost., Lee & Shepard, 1891. 315 p. il. D. cl		.58
References: Cold countries, 1-20; mountains. 21-45, 80-89; Yellowstone park, 46-57; central plain, 59-72; Mississippi river, 98-108; Columbia and grand cañon, 109-119; Great Lakes, 129-139; Canada. 140-200; Mexico, 252-286; West Indies, 288-305; the atmosphere, 73-97; climate, 120-128.		
332. [281.] (232.) Picturesque geographical reader. 3d Bk. The land we live in. Charles F. King. Bost., Lee & Shepard, 1892. 227 p. il. D. cl	. 56	.46
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333. [282.] (233.) Picturesque geographical readers. 4th Bk. The land we live in. Charles F. King. Bost., Lee & Shepard, 1893. 235 p. il. D. cl	. 56	. 46
References: South to Florida, 1-16; New Orleans, 17-30; Mississippi river, 31-42; St. Louis, 43-50; Pittsburg and iron, 51-60; oil fields, 61-69; coal mines, 71-86; American schools, 87-105; along the shore of New England, 106-119; among lighthouses, 106-138; Chicago, 138-148; domestic commerce, 159-172; railroads, 173-196; Indian reservations, 197-208.		
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335. [276.] (228.) Wild life under the equator. Paul Du Chaillu. N. Y., Harper & Bros., 1868. 231 p. il. D. cl	1.00	.58

27; Guiana, 327-34.

Price List to districts. 336, [283.] (234.) World and its people. Bk. 3. Our own country. Minna C. Smith. Bost., Silver, . 45 Burdett & Co., 1892. 217 p. il. D. cl...... .50 An interesting account of the geography of the United States which younger children in this form can read for themselves. 337. World and its people. Book 10. South American Republics. W. Fisher Markwick, and William A. Smith. N. Y., Silver, Burdett & Co., c1901. 348 , 60 . 54 References: Columbus, 1-12; General features, 16-25; Colombia, 31-56; Venezuela, 56-94; Ecuador, 95-117; Peru, 117-153; Bolivia, 154 173; Brazil, 173 220; Amazon valley, 200-213; Argentine Re-

public, 227-72; Paraguay, 272-86; Uruguay, 286-300; Chile, 301-

SCIENCE.

All reading in these books should be accompanied by observations. Teacher and pupils must read many of the books together and the reading must be accompanied by observation. Do not expect the children to read from cover to cover. They will read only such portions are they are interested in. Aim to make the child quick to see, accurate in his observations, accurate and logical in his statements. See Manual, Nature lessons—Primary and Middle Forms.

Many books of the primary form may be used by children of this form.

Here is good material for language work. See Manual, Language—Middle Form.

List to disperse List price Price to disperse List price Pri	
Λ collection of stories which will please children interested in animals.	
339. Fowls of the air. William J. Long. Bost., Ginn & Co., 1901. 310 p. il. D. cl	

Co., 1901. 332 p. il. D. cl............. 1.75 1.17

The two books "Beasts of the field" and "Fowls of the air" include many of the sketches given in Long's previous books, "Ways of wood folk," "Wilderness ways," and "Secrets of the woods," They contain enough new material to give a wide range of acquaintance with the wood folk. The beautiful illustrations in these books will attract the attention of the child and lead him to read the stories.

340. Beasts of the field. William J. Long. Bost., Ginn &

Schools should make a selection between these two sets of books and not purchase both unless the library is large enough to make the purchase of dublicates advlsable. This set is the more expensive because of the beautiful illustrations.

Life of the bee told in story form. The younger children in upper form will enjoy it.

"Everyday Birds" is a collection of sketches of a number of well-known birds, some biographical, and others general, in character. The volume is an interesting bird-study book, written in a manner to interest children and older people in birds and bird-life. The illustrations include twelve colored plates from Audubon—the first considerable reproduction of the colored drawings from the "Birds" of that author. Mr. Torrey combines entire scientific accuracy with much literary charm, and readers of all ages will find it delightfully interesting."

Contents: Two little kings, 1-6; Chickadee, 7-9; Brown creeper, 10-14; Brown thrasher, 15-18; Butcher-bird, 19-21; Scarlet tanager, 22-25; Song sparrow, 26-29; Field sparrow and the chipper, 30-34; Some April sparrows, 35-39; Rose-breasted grossbeak, 40-42; Blue jay, 43-46; King bird, 47-50; Hummingbird, 51-55; Chimney swift, 56-58; Nighthawk and whip-poor-will, 59-63; Flicker, 64-67; Bittern, 68-81; Birds for everybody, 82-86; Winter pensioners, 87-92; Watching the procession, 93-98; Southward bound, 99-105.

343. [262.] First book of birds. Olive Thorne Miller. (Mrs. Harriet Mann Miller.) School ed. Bost., Houghton, Mifflin & Co., 1900. il sq. D. cl... .60 .50

A book of birds which will interest young children in the ways and habits of birds, and stimulate them to habits of observation. It is one of the best of its kind in the market. To add to the interest, the birds are studied from the standpoint of the child, and the book deals with the things he is sure to be interested in. For instance, the bird's language is discussed, what he eats, where he sleeps, his education, how he changes his clothes, etc., etc. Material will be valuable in primary form.

344. Flowers and their friends. Margaret Warner Morley. Bost., Ginn & Co., 1901. 255 p. il. D. cl., .50 .42

A collection of interesting stories about flowers. Observation of the flowers by teacher and pupils should accompany the reading of these stories.

Contents: Morning-glory stories; Stories about the geranium family; Hyacinth stories; Stories about all sorts of things.

Price List to disprice. tricts. 345. [267.] (219.) Glimpses at the plant world. Fannie D. Bergen. Bost., Ginn & Co., 1891. 156 p. il. S. Descriptions of a number of common plants. References: Plant cells, Chap. 2; mould, Chap. 3; toadstools, Chap. 4; some other flowerless plants, Chap. 5; sea plants, Chaps. 7 and 8; ferns, Chaps. 10 and 11; cacti, Chap. 12; flax, Chap. 13; parts of a flower, Chap. 15; how seeds are perfected, Chap. 16; how pollen is carried, Chap. 17; some pollen carriers, Chap. 18; how seeds travel, Chaps. 24-27. 346. [265.] (643.) Insect world: a reading book of entomology. Clarence Moores Weed. N. Y., D. Appleton & Co., 1899. 210 p. il. D. (Appleton's A series of articles especially adapted to interest and instruct young people in the habits and life-histories of insects. Must be read with the teacher and accompanied by observations. Will be of value in upper form. References: Dragon fly, 1-2, 45-53; transformation of insects, 2-6; what is an insect, 7-11; small size of insects, 19-22; internal structures of insects, 23-37; the May fly, 37-45; white ants, 54-61; insects of the fields, 67-69; true bugs, 77-79; poplarleaf gall-louse, 85-91; caterpillars, 92-98; butterflies, 99-106; habits of cut-worms, 125-132; moths, 136-142; mosquitoes, 154-160; house flies, 161-166; beetles, 167-173; meal worms, 174-176; fire-fly, 184; bees and flowers, 188-191; insects and flowers, 192-194; the honey bee, 200-207. 347. [264.] (217.) Little brothers of the air. Olive Thorne Miller. (Mrs. Harriet Mann Miller.) Bost.. Houghton, Mifflin & Co., 1898. 271 p. D. el... 1.25 A very interesting account of birds for young people. Valuable because arousing in children a love for birds. See index of book. 348. [260.] (207.) Little folks in feathers and fur. Olive Thorne Miller. (Mrs. Harriet Mann Miller.) N. Y., E. P. Dutton & Co., 1891. 368 p. il. O. cl... 2.50 1.45 A collection of sketches, telling what is interesting for anyone

A collection of sketches, telling what is interesting for anyone to know, about a few of the millions of creatures on our globe. It was written for the little people, but will not be without interest to any one who is curious about the ways of our little neighbors, and who does not already know too much about them.—
From the Preface.

	List	Price to dis-
349. [257.] (641.) Lobo, Rag, and Vixen, and pictures. Ernest Seton Thompson, N. Y., C: Scribner's Sons, 1899. 147 p. il. D. (Scribner's ser, of school reading.) cl	rice. . 6 (tricts.
The personal histories of Lobo, Redruff, Raggying, and Vixen.—Selections suitable for young children from Thompson's "Wild animals I have known," one of the best collections of animal stories ever written. These stories are intensely interesting, and will surely awaken an interest in, and love for animal life.		
350. Mr. Chupes and Miss Jenny: the life story of two robins. Effic Bignell. N. Y., Baker & Taylor Co., e1901. 250 p. il. D. el	1.00	65, (
A charming account of the history of two robins in captivity who became at first the involuntary companions of people, and whose affection for their benefactress made them unwilling to leave her for a life of freedom. The story has been told by a bird lover in a fascinating manner and shows the keenest love and sympathy for bird life. It is a true robin history and shows the character and temperament of the robin.		
The book is worth reading as a study of bird life and as a pleasing story. "No sweeter, more sympathetic story of animal life has ever been written than that which is contained in this little book, Rudyard Kipling and Seton-Thompson have opened up for us a new literature, in which animals play the principal parts. This little story of Mrs. Bignell's is a worthy companion of the master		1
pieces of those famous authors." Dr. David Murray. 351. [269.] Mother Nature's children. Allen Walton		,
Gould. Bost., Ginn & Co., 1900. 261 p. il. D. el	.60	.50
the form of nature. 352. [263.] (215.) Our feathered friends. Elizabeth Grin-		
nell and Joseph Grinnell. Bost., D. C. Heath & Co., 1898. 144 p. il. D. cl	. 30	.27
can read. References: Mocking bird, 2-10; crow black bird, 11; turkey buzzard, 15; linnet, 30; humming birds, 35; blue jays, 38; woodpeckers, 42; king bird, 51; English sparrow, 55; song sparrow, 64; Baltimore oriole, 75; owl, 77-86; barn swallow, 87; cat bird, 94; brown thrush, 95; robin, 108; whip-poor-will, 121; meadow lark, 135; phoebe bird, 124.		

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.42

Price List to disprice. 353. [255.] (206.) Outdoor studies. James G. Needham. N. Y., American Book Company, 1898. 90 p. il. .40.34 D. cl. This book is for children who have observed some and are interested in things around them, as it calls for closer observation toan the books indicated in the primary list. Children of upper form will enjoy the book. References: Chipmunks, Chap. 2; galls, Chap. 3; goldenrod and its visitors, Chap. 4; crows, Chap. 5; dragon flies, Chap. 6; ant lions, Chap. S. 354. Second book of birds: Bird families. Olive Thorne Miller. Bost., Houghton, Mifflin & Co., 1901. 209 .90 1.00p. il. D. el. "This book is intended to stimulate interest in the study of bird life among young people. It considers the many families of North American birds, excluding game birds, explaining clearly and succinctly why these birds are thus grouped and how the families may be distinguished. The most prominent and interesting members of the several families are chosen to represent them, and personal accounts of these, their habits and customs and anecdotes concerning them, are given. The book has been made comprehensive by selecting in a family an Eastern, a Western, and a Southern bird; or one bird to represent the family in cases where that bird is common to all sections. The book is thus made useful in all parts of the United States, and, being profusely illustrated, is pictorially interesting as well as descriptively valuable in a study of the bird families of North America. Hlustrated with twenty-four full-page pictures, eight of which are drawn in color by Louis Agassiz Fuertes." Contents: What is a bird family? 1 4: Thrush family, 5 13: Kinglet and gnateatcher family, 14 17; Nuthatch and chickadee family, 18 26; Creeper family, 27 29; Cave-dwelling family, 30-11; Dipper family, 42 45; Wagtail family, 46 48; Warbler family, 49-54; Vireo family, 55-58; Shrike family, 59-62; Waxwing family, 63 66; Swallow family, 69 74; Tanager family, 75 79; Sparrow and finch family, 80-85; Grosbeaks, 86-89; Crossbills, 91-93; Blackbirds, 94-99; Meadow starlings, 100-101; Orioles, 101-109; Crowblackbirds, 110-116; Crows, 117-130; Larks, 131-131; Flycatching family, 135-142; Hummingbirds, 143-149; Swift family, 150-151; Goatsucker family, 155-159; Woodpeckers, 160-169; Kingfishers, 170 173; Cuckoos, 174 177; Owls, 178 186; Hawk and eagle familv. 188 493; Scavenger family 194 196, 355. Secrets of the woods. William J. Long. Bost., Ginn & Co., 1901. 184 p. il. D. (Wood Folk ser.,

Storles of the wild creatures of the fields and woods. The third in the series of which "Ways of wood folk" and "Wilderness ways" were the first and second volumes.

Book three.) cl.

References: Wood mouse, p. 3-22; Offer, p. 27-53; King fisher, p. 54-72; Squirrel, p. 73-102; Partridge, p. 103-127; Deer, p. 428-181.

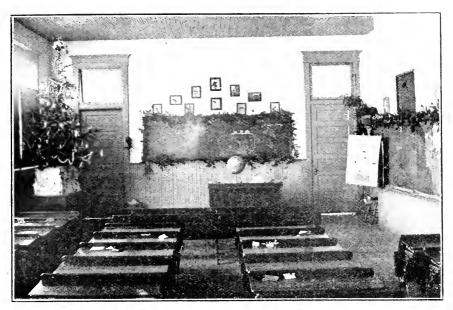
356. [256.] (214.) Short stories of our shy neighbors. Mrs. M. A. B. Kelly. N. Y., American Book Company, 1896. 214 p. il. D. cl	50	. 43
of the most familiar animals the child is apt to meet in every day life. This book can be made most valuable if supplemented by careful observation. It will train the child's observation besides creating an interest in his surroundings. Teachers will find the book very helpful as it points out what to observe. The material gathered by observation may be used with profit in the language lessons. See Manual, Par. 60. References: Fox and dog, 203-205; chipmunk, 200-201; squirrels, 202-205, 211-214; weasel, 265-207; hare, 207-209; muskrat, 209-211; mice, 92-98; wood mice, 198-200; robin, 79-84;		
The material gathered by observation may be used with profit in the language lessons. See Manual, Par. 60. References: Fox and dog, 203-205; chipmunk, 200-201; squirrels, 202-205, 211-214; wensel, 205-207; hare, 207-209; muskrat, 209-211; mice, 92-98; wood mice, 198-200; robin, 79-84;		
129; blue birds and blue jay, 158-164; chickadee, 182-185; nut hatch, 185-187; woodpeckers, 187-189, 192-193; wrens, 190-191, 194-196; grouse, 196-198; frogs, 41-50; toads, 108-111; crayfish, 67-71; moths, 7-14, 36-40, 61-67, 76-79; butterflies, 15-22, 51-56; flies, 84-91; grasshoppers, 98-102; bees, 142-155; crickets, 103-108; dragon flies, 155-158; ants, 114-122; squash bug, 131-135; beetles, 135-139; spiders, 168-180; snails, 164-167; tent caterpillar, 30-35; water bugs, 72-76.		
357. [254.] (640.) Stories of animal life. Charles Frederick Holder. N. Y., American Book Company, 1899. 261 p. il. S. cl	60	. 51
Stories of animal life derived mainly from the personal experience of the author. Interesting, striking, and unusual phases of animal life are presented. Some of the older children in primary form will be able to read this book. References: The bear's story, 7-11; the fox, 33-39; pelicans, 39-45; the greyhound, 46-57; games of animals, 66-73; a whale, 73-77; a humming bird, 78-86; elephants, 96-108, 123-133; baby birds, 108-115; jelly fish, 133-139; dragon flies, 147-153; animal mimics, 153-159; a dog's trip around the world, 160-167; how animals talk, 178-188; home of a fish, 194-202; sword fish, 208-217; fishes out of water, 239-247; birds of the ocean, 247-255.		
357a. Summer of Saturdays: an account of familiar acquaintances in field, forest and stream, as interpreted by a boy enthusiast. Chester W. Smith. Milwaukee, S. Y. Gillan & Co., e1900. 175 p. D.		
cl	55	. 56
358. [261.] (213.) Talks about animals. Bost., Perry Mason & Co., 1895. 256 p. il. O. cl	50	. 40

Interesting talks about animals by some of our best writers. References: Lobsters and lobstering, 3-6; mackerel and cod, 7-15; swordfish, 17-20; Scotch herring fishery, 21-24; sardines,

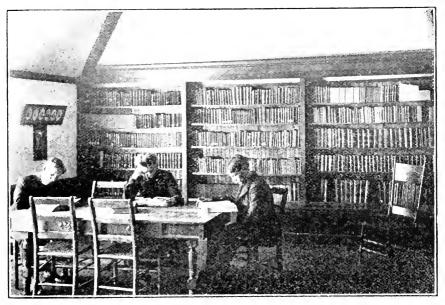
Price List to disprice. tricts. 25-28; catching sharks, 29-33; sturgeon, 35-38; whale, 39-44; fiddlers and hermits, 45-51; seal, 53-56; where sponges grow, 57-64; bird life, 67-73; oriole, 74-78; crow, 79-85; robin, 86-91; red-headed wookpecker, 93-96; carrier-pigeon, 97-102; partridge, 103-109; ostrich-farming, 110-115; ruby-throated humming-bird, 117-121; owls, 122-128; spider, 131-136; bee-keeping, 137-143; silk-worms, 145-149; frogs and toads, 151-153; chameleon lizards, 155-159; newt, 160-164; bats, 165-169; flying squirrel, 170-173; chipmnnk, 174-176; prairie-dog, 177-181; gophers, 182-185; mantis, 187-192; elephant, 195-202; wild animal farm, 203-209; crocodiles and alligators, 211-216; some Australian animals, 217-220; muskrat, 221-225; beaver, 226-230; monkey, 231-239; Indian snakes and tigers, 240-248; wolverine, 249-256. 359. Ten common trees. Susan Stokes. N. Y., American Book Co., 1901. 108 p. il. D. (Eclectic school readings ser.) cl.40 .34 Simple stories about trees. References: Willow, p. 7-15; Elm, p. 16-24; Apple tree, p. 25-36; Horse-chestnut, p. 37-46; Birch tree, p. 47-54; Oak, p. 55-66; Chestnut trees, p. 67-71; Walnut trees, p. 72-79; Cone bearers, p. 80-93; Red maple, p. 94-104; Forests and their preservation, p. 105-108. 360, [270.] Ways of wood folk. William J. Long. Bost., Ginn & Co., 1899. 205 p. il. D. cl.... .50 - .42Records of personal observation in the woods and fields. 361. [259.] Wilderness ways. William J. Long. Bost., . 10 . 45 Ginn & Co., 1901. 154 p. il. D. cl. "These sketches are studies of animals, pure and simple-not animals with human motives and imaginations."-Author's preface. 362. [262a.] Woodpeckers. Fannie Hardy Eckstorm. Bost., Houghton, Mifflin & Co., 1901. 131 p. il. 1.00cl. A complete and interesting account. Upper form pupils will enjoy.

COLLECTIONS.

363. [288.] (241.) Choice literature. Bk. 1. For intermediate grades. Comp. and arr. by Sherman Williams. N. Y., Butler, Sheldon & Co., 1898.		Price to districts.
364. [289.] (242.) Choice literature. Bk. 2. For intermediate grades. Comp. and arr. by Sherman Williams. N. Y., Butler, Sheldon & Co., 1898. 256 p. D. cl. The selections in these books are from the best in literature. Not only are the selections from the longer pieces of literature the best possible, but they are such as will certainly create an interest in the works from which they are taken. Fine books for supplementary reading.	. 35	532
365. Cumnock's school speaker: rhetorical recitations for boys and girls. Comp. by Robert McLean Cumnock. Chic., A. C. McClurg & Co., 1899. 303 p. D. cl. "One marked feature of this collection is the high character of the pieces and their good speaking qualities. There is no 'trashy' matter in the entire book; all of the selections are fresh and inspiring, worthy to be committed to memory."—Boston Journal of Education.	. 75	. 45
366. School speaker and reader. Ed. by William DeWitt Hyde. Bost., Ginn & Co., 1901. 474 p. D. cl	.80	. 67



Primary room, graded school at Athens, Marathon County, showing simple interior decorations. Kathryn Maynes, Teacher.



Reading room and library in High School building, Plymouth, Wis. Otto Garrison, Principal.

UPPER FORM OR GRAMMAR GRADE.

FICTION.

No form of literature portrays life and character as fiction does. If the novel portrays life the aim should be to get a clear idea of the various things which go to make up the life of a people, occupations, amusements, etc., etc. (See "Fiction," middle form.) In the novel of character and character development the characters should be judged as characters in real life are, by what they do, what they think, what they love and hate, what their aspirations are, what they say, how other characters feel toward them, what people say of them. Actions should be judged by their results on the actor, and how they affect the happiness, well being, and conduct of others. If it is a novel of character development, in what ways has the character changed? What has brought about these changes?

Though the work in this form is essentially the same as in the other forms (see "Fiction," lower and middle forms), the pupils are better able to judge and reason and should be required to be more definite, and to form independent and more extended judgments. They should be asked for comparisons, and generalizations. Thus,—Compare the Saxons and Normans as portrayed in the novel, Ivanhoe. Compare the life of children in New England as portrayed in Three Little Daughters of the Revolution, and in the Diary of Anna Green Winslow. Compare characters of Meg, Beth and Jo as portrayed in Little Women.

In Captain January, the little girl sacrificed much because of her loyalty to the old lighthouse keeper who had saved her life and cared for her. The results of that action showed it is noble to be loyal. In story of Sonny Sahib, Sonny would not betray the Maharajah to the English even at the risk of losing his own life because the Maharajah had saved his life and befriended him. The results showed the nobility of loyalty.

In Little Jarvis, Jarvis gave his life on account of his loyalty to duty.

After reading these stories the pupils readily make the generalization—it is noble to be loyal. Again, in the novel Silas Marner, each time that Silas Marner selfishly loves and gives his whole energy to what is ignoble he becomes like the thing he loves. It is not until he loves a little child unselfishly that he begins to grow to be a good man. The generalization from that novel is, "If a man loves that which is noble it will make him noble. If his affection is centered on an ignoble thing, it will make him ignoble."

An opportunity for the children to express their thoughts on what they are interested in is the best kind of language teaching.

368. [319.] Almost as good as a boy. Amanda M. Douglas. Bost., Lee & Shepard, 1900, 375 p. il. D. cl. 1,25 ...,75

 Λ good story for girls. Teaches self-reliance,

369. Barbara's heritage, or, young Americans among the old Italian masters. Deristhe L. Hoyt. Bost., W. A. Wilde Co., c1899. 358 p. il. D. el...... 1.50 .85

The story of an American woman and her son and daughter who take a trip to Italy. They are accompanied by two young girls.

Their personal experiences and the history of the arl treasures they study together, with the illustrations, make a book full of valnable information.

		Price to dis-
370. [293.] (249.) Boyhood in Norway. Hjalmar H. Boy-esen. N. Y., Chas. Scribner's Sons, 1898. 243 p. il. D. cl	rice. 1.25	tricts.
Stories of boy-life in the land of the midnight sun. Fine descriptions of Norway, 15-16, 34, 39, 43, 119.		
371. Boy's life at school: Cuore: the diary of a school boy. Edmondo de Amicis. Tr . by Oscar Durante. Chic., Henneberry Co., c1901. 357 p. il. D. cl.	1.00	. 40
An Italian school boy kept a diary of what he saw, felt, and thought in and out of school for a year. At the end of the year ms father wrote this book from the boy's diary, preserving as far as possible the words of his son. It is intensely interesting, and will inspire the children reading it to live nobler lives.		
372. Boys of Fairport. Noah Brooks. N. Y., C: Scribner's Sons, 1899. 266 p. il. D. cl	1.25	.82
A story of boy life recounting their adventures on the baseball field and in other sports. This book was originally published with the title of "The Fairport nine," but has been revised and several new chapters have been added.		
373. [317.] (266.) Cadet days. Capt. Charles King. N. Y., Harper & Bros., 1894. 293 p. il. D. cl	1.25	. 80
A story of West Point.		
374. Camp venture: a story of the Virginia mountains. George Cary Eggleston. Bost., Lothrop Pub. Co., c1901. 401 p. il. D. cl	1.50	.88
"A party of hoy friends, residing in a hill town of south-western Virginia, undertake a contract to supply to a new railroad company a certain amount of logs for railroad ties, to be cut on the property of the mother of two of the boys, on one of the "high mountains" of Virginia. They spend the winter at this work, building their log home on the mountain top, and calling it Camp Venture. The boys are all strong, sturdy, and reliable young fellows, who know what they are about. They have, as companion, a young doctor who joins them for his health, and is a boy with them, sharing their labors, their dangers, and their successes. These dangers, especially from the Moonshiners of the mountains, form a prominent part of the tale; and their experiences with them, and with the revenue officers and soldiers who invade the mountain region about Camp Venture, are full of exciting interest. How the boys succeed in spite of privations and discouragements, how they fill their contract and come upon greater and unexpected success, is capitally told by Mr. Eggleston in his very in-		
teresting story of pluck and effort."		

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	List t	Price o dis- tricts.
375. Captain of the crew. Ralph Henry Barbour. N. Y., D. Appleton & Co., 1901. 279 p. il. D. cl	1.20	1.08
"In this as in the two preceding volumes of the series,—"The Half-Back" and "For the honor of the school"—an attempt is made to show that athletics rightly indulged in is beneficial to the average boy and is an aid rather than a detriment to study. In it, a plea is made for honesty and simplicity in sports." From the Introduction. This series of books contain many interesting anecdotes of school life and the boys in the story are typical American boys, just such as we find in our schools today. Boys will enjoy these stories because they deal with phases of life with which they are familiar and in which they are interested.		
376. [295.] (646.) Cattle ranch to college: the true tale of a boy's adventures in the far west. Russell Doubleday. N. Y., Doubleday, Page & Co., 1899.	1.50	.90
A true account of the amusements, trials, work, and play of a boy in the West twenty-five years ago. Much valuable material for work in geography.		
377. [330.] (283.) Christmas carol, and The Cricket on the Hearth. Charles Dickens. Bost., Houghton, Mifflin & Co., 1893. 118, 112 p. D. cl	. 60	. 50
378. [351.] Chronicles of Sir John Froissart. condensed for young readers, by Adam Singleton. N. Y., D. Appleton & Co., 1900. 235 p. D. (Appleton's home reading books.) cl	. 75	. 60
These old stories of the fourteenth century ought to be made familiar to the children. They are well selected and well told.		
379. [329.] (282.) City boys in the woods. Henry P. Wells. N. Y., Harper & Bros., 1889. 277 p. il. O. el	2.50	1.50
A trapping venture in Maine.		
380. Crisis. Winston Churchill. N. Y., Macmillan Co., 1901. 522 p. il. D. cl	1.50	.96
This book should be read by every child who is studying United States history. It will give to them a new and vivid pic-		

	List	Price to dis-
ture of Lincoln. It also gives pictures of the typical Northern and Southern soldier and of life in the South at the time of the Civil war.	rice.	tricts.
The text and reference books in history lack in point of vivid and dramatic interest and should be supplemented by books like the "Crisis."		
"A vivid picture of the events leading up to our Civil War, particularly as seen in St. Louis. Colonel Carvel and his daughter Virginia, descendants of "Richard Carvel," are the central characters. They represent the rich, refined southerners, believing state rights. Contrasting is Stephen Brice, a Boston lawyer, called "a black republican," who is a rival of a Confederate officer for Virginia's hand. Lincoln, Douglas, Sherman, Grant and other men, who afterward became famous are brought in."		
381. [300.] (253.) Crowded out o' Crofield. W. O. Stoddard. N. Y., D. Appleton & Co., 1895. 261 p. il. D. cl.	1.50	.85
A good wholesome boy's story the reading of which will stimulate manliness and self-dependence.		
382. [337.] (291.) Deerslayer. James Fenimore Cooper. N. Y., T. Y. Crowell & Co. 472 p. D. cl	. 60	. 40
383. [327a.] Dog-watches at sea. Stanton H. King. Boston, Houghton, Mifflin & Co., 1901. 299 p. il. D. cl. (Riverside lit. ser.)	1.50	.90
One of the best sea stories.		
384. [294.] (252.) Donald and Dorothy. Mary Mapes Dodge. N. Y., Century Co., 1898. 355 p. il. D. el.	1.50	.88
An interesting story of a boy and his sister.		
385. [323.] (267.) Down the ravine. Charles Egbert Craddock (Mary Noailles Murfree). Bost., Houghton, Mifflin & Co., 1897. 196 p. il. D. cl	1.00	.60
Portrays life in the Tennessee mountains. Most beautiful descriptions of mountain scenery.		
386. [313.] (261.) Eight cousins. Louisa M. Alcott. Bost., Little, Brown & Co., 1898. 291 p. il. S. cl.	1.50	.88

	List	Price to dis- tricts.
387. [332.] (286.) Enchanted burro: stories of New Mexico and South America. Charles F. Lummis. N. Y., Doubleday. Page & Co., 1897. 277 p. il. D. cl.	1.50	
Λ collection of most interesting short stories portraying life in New Mexico, Peru, and Bolivia.		
388. [304.] (254.) Five little Peppers grown up. Margaret Sidney. (Mrs. H. M. Lothrop.) Bost., Lothrop Pub. Co., 1892. 537 p. il. D. cl	1.50	.88
A sequel to Five Little Peppers Midway.		
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China: Shanghai, 319-327; Pekin, 352-376; Great Wall, 377-387: Hongkong, 400-404; Canton, 405-421.

577. Europe. Frank G. Carpenter. N. Y., American Book Company, 1902. 456 p. il. maps. D. cl.....

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579. [501.] Greater America; the latest acquired insular possession. Bost., Perry Mason & Co., 1900. 189 p. il. D. cl.		.40
References: Porto Rico, 3-66; Manila, 67-130; Hawaii, 131-189.		
580. [502.] Hawaii and its people: the land of the rainbow and palm. Alexander S. Twombly. N. Y., Silver, Burdett & Co., 1900. 384 p. il. D. cl.		en.
(World and its people. Bk. 9.)	.68	, 62
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Dom Pedro, 213-225; white elephants, 226-246.

582. [512.] (462.) Japanese girls and women. Alice Mabel Bacon. Bost., Houghton, Mifflin & Co., 1897. 333 p. S. (Riverside lib. for young people.) cl....

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A very interesting account of life in Japan. The book ought to be read to the pupils in connection with the study of geography. The older pupils will enjoy reading for themselves.

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The animal stories embraced under this title are: Krag, the Kootenay ram: A street troubadour, being the adventures of a cock sparrow; Johnny Bear: The Mother Teal and the overland route; Chink, the development of a pup; The Kangaroo rat; Tito, the story of a coyote that learned how; Why the chickadee goes crazy once a year. A handsomely gotten up book of narrow pages, decorated margins, etc.

Price List to districts. price. 625. [474.] (415.) My studio neighbors. William Hamilton Gibson, N. Y., Harper & Bros., 1898, 245 p. il. 2.50 - 1.55References: The hornet, 3-19; the cuckoo, 23-52; the cicindela, 57-84; the cicada, 87-101; fertilization of flowers, 105-148; insect picnic, 151 167; a few native orchids, 171-221; the milkweed, 227-237. 626. Nature biographies: the lives of some everyday butterflies: moths: grasshoppers and flies. Clarence Moores Weed. N. Y., Doubleday, Page & Co., 1901. 164 p. il. O. cl. -1.50 - 1.35"This volume by a well known professor of entomology, is a sort of personal acquaintance with the lives of the more common butterflies, moths, grasshoppers, flies, and so on; the fascinating details of which make the reader want to go out and study these everyday marvels for himself. Many photographic illustrations help to give reality and charm to the author's descriptions." Contents: The making of a Butterfly; The Viceroy Butterfly; The American Tent Caterpillar; A Rural Imposter; A Devastator of Forests; Studies of Walking Sticks; The Antiopa or Mourning Cloak Butterfly: Locust Mummies; Catching Butterflies with a Camera; An Insect Potter; The Camera and the Entomologist; Studies of Insect Parasites; A Parasite of Colonial Caterpillars; A Parasite of Butterfly Eggs; A Moth that Failed; Insects in Winter.—I. The Egg, Aphid Eggs on Willow Bark. H. The Larva. III. Cocoons and Chrysalids. IV. The Adults. 627. Neighbours of field, wood and stream: or, through the year with Nature's children. Morton Grinnell. N. Y., F. A. Stokes Co., c1901. 285 p. il. D. cl. 1.30 - 1.17A book of country life and manners, in which the characters instead of being men and women are the wild creatures of the fields, swamps and forests of our country. The book is divided into twenty-four chapters, two for each month, thus taking the reader through the cycle of the seasons. The natural history is accurate, its facts being given entertainingly. For the book's purpose the birds, animals and plants are given human intelligence and speech. The limstrations are from the author's specimens placed with their natural surroundings. 628. Our bird friends. Richard Kearton. N. Y., Cassell & Co., 1900. 215 p. il. D. el. 1.50.95

A brief presentation of the facts of natural history which are most likely to interest young readers and set them to observing and inquiring for themselves.

	List	Price to dis-
629. Our common birds and how to know them. John B. Grant. N. Y., C: Scribner's Sons, 1901. 224 p. il. obl. T. cl	price. 1.50	tricts.
An excellent and inexpensive reference book giving a description of ninety common birds. Plates of sixty-four birds, an introductory chapter on "How to know our common birds", and a "Bird calendar" will be of great assistance to those interested in the study of birds.		
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631. [482.] (431.) Pepacton. John Burroughs. Bost., Houghton, Mifflin & Co., 1897. 241 p. S. cl	1.25	.75
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632. [487.] (420.) Plant world. <i>Comp. and ed.</i> by Frank Vincent. N. Y., D. Appleton & Co., 1897. 228 p. il. D. cl		. 48
Contains descriptions of many unusual plants as well as some of the more common ones.		
633. [485.] (418.) Plants and their children. Mrs. William Starr Dana (Mrs. Frances T. Parsons.) N. Y., American Book Company, 1896. 272 p. il. D. cl	. 65	.56
The subjects are so arranged as to begin with the opening of the school year and to follow it to its close. It is not necessary for the child to read the book from cover to cover. It is better to let him read such portions as may be supplemented by specimens and observations. The teacher may tell these facts to lower grades in connection with nature lessons.		
References: Fruits and seeds, Pt. 1; young plants, Pt. 2; roots and stems, Pt. 3; buds, Pt. 4; leaves, Pt. 5; flowers, Pt. 6.		
634. Reader in physical geography for beginners. Richard Elwood Dodge. N. Y., Longmans, Green & Co., 1900. 237 p. il. D. cl		.63
A very suggestive book bringing together the more important principles of Physical Geography in a form that can be used by		

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beginners in the subject. This book contains much material that will be helpful to the upper form geography classes and to the classes in Agriculture.

References: Centers of industry, 28-35; Agriculture, 36-40; Lumbering, 43-46; Erosion, 65-80, 101-4, 125-27; Volcanoes, 154-64; Mountains, 144-53; Weather, 171-75; Soils, 198-205; Commerce, 33-36; Tides, 111-13; Glaciers, 121-36; Climate, 171-197.

A helpful book for teachers.

References: Plants spread by means of roots, 4-11; Plants multiply by means of stems, 12-17; Water transportation of plants, 18-29; Seeds transported by wind, 30-56; Plants that shoot off their spores of seeds, 57-60; Plants that are carried by animals, 61-79; Dispersal of seeds and plants by man, 80-83; Some reasons for plant migration, 84-87; List of references on seed dispersal, 89.

Studies of the methods of dispersal of various common seeds. The teacher can use the material in this book in the lower forms. References: The wind as a seed distributer, 1-28; the birds as distributers, 29-44; seeds dispersed by spines and hooks, 45-53.

637. [475.] (416.) Sharp eyes. William Hamilton Gibson. N. Y., Harper & Bros., 1898. 322 p. il. O. cl... 2.50 1.55

A rambler's observations during the four seasons.

The last three books ought to be in every library in Wisconsin. The books are works of art. The text is most interesting and the material is presented in such a way that the reading is bound to stimulate observation.

Observations by one of our most delightful writers. Children will find them very interesting, especially if read with the teacher. References: Squirrels, 1-14; chipmunk, 15-31; woodcluck, 32-37; rabbit, 38-42; muskrat, 43-17; skunk, 47-52; fox, 53-71; weasel, 72-89; mink, 90-93; raccoon, 94-97; porcupine, 98-105; opossum, 106-110; wild mice, 111-121.

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639. [483.] (685.) Story of the fishes. James Newton Baskett. N. Y., D. Appleton & Co., 1899. 297 p. il. D. (Appleton's home reading books.) cl	. 75	
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641. [478.] (427.) Upon the tree-tops. Olive Thorne Miller. (Mrs. Harriet Mann Miller.) Bost., Houghton, Mifflin & Co., 1898. 245 p. il. D. cl.	1.25	.78
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643. [463.] (405.) Wild animals I have known. Ernest Seton-Thompson. N. Y., C: Scribner's Sons, 1898. 358 p. il. O. cl	2.00	1.30
This book is most beautifully illustrated, and is put on the list because of its artistic value as well as on account of the interesting and true stories of animals. "Such a collection of histories naturally suggest a common thought—a moral it would have been called in the last century. No doubt each different mind will find a moral to its taste, but I hope some will herein find emphasized a moral as old as Scripture—we and the beasts are kin."—From Author's Preface.		
No more entertaining stories of wild animals have ever been written. Deeper than the mere story lies a truth which links man to the brute and appeals to that sense of kinship in the brother-hood of all living things created.—From "The Bookman."		A

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645. [465.] World of the great forest. Paul du Chaille N. Y., C: Scribner's Sons, 1900. 323 p. il. Ccl). . 2.00	tricts.
All grades will enjoy.		
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650. [517.] (690.) Rembrandt: a collection of pictures and a portrait of the painter with introduction and interpretation. Estelle M. Hurll. Bost. Houghton, Mifflin & Co., 1899. 96 p. il. por. D. (Riverside art ser.), cl.	1 , .	. 42
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The simple story of an art which many children are interested in. Short and interesting biographies of the great musicians.

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659.	[558.] (519.) Merchant of Venice. William Shakes- peare. Bost., Houghton, Mifflin & Co., 1897. D. (Riverside lit. ser.) cl	. 25	.21
	ESSAYS.		
660.	[562.] (483.)A-hunting of the deer, and other essays. Charles Dudley Warner. Bost., Houghton, Mifflin & Co., 1888. 85 p. D. (Riverside lit. ser.) cl	. 25	.21
	any of these essays are humorous and as such will delight the lren. There are many fine descriptions.		
661.	[561.] (481.) Sketch book. Washington Irving. Bost., Houghton, Mifflin & Co., 1897. 206 p. D. (Riverside school lib.) cl.	. 60	. 50

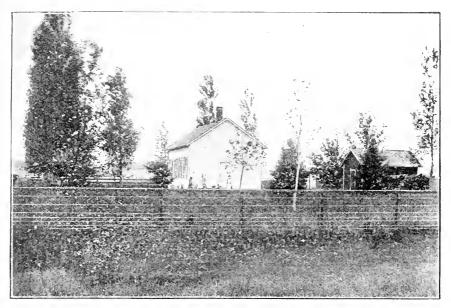
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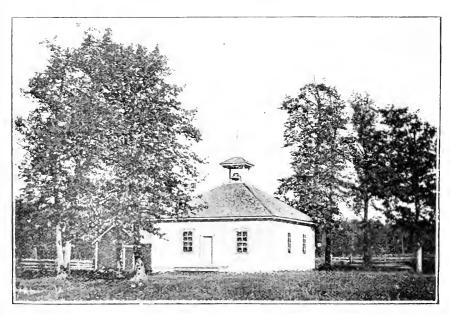
COLLECTIONS.

COLLECTIONS.		
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662, 663. [563, 564.] (473, 474.) Choice literature. Bks. 1 and 2. For grammar grades. Comp. and arr. by Sherman Williams. N. Y., Butler, Sheldon & Co., 1898. 336, 506 p. D. cl. Bk. 1	.40	.34
Exceptionally fine selections from the very best in literature. The selections from the larger works of literature are sure to create an interest in those works, the teacher must meet that interest so far as possible by giving the pupil the complete work.		
664. [565.] (475.) Lincoln literary collection. <i>Comp.</i> by J. P. McCaskey. N. Y., American Book Company, 1897. 576 p. D. cl	1.00	.85
Selections from the best literature for memorizing. The book is well indexed. There are selections for Arbor Day, Bird Day, Christmas, Memorial Day, and patriotic songs. Teachers will find these selections very helpful for general and public exercises.		
665. [566.] (479.) Patriotic citizenship. Thomas J. Morgan. N. Y., American Book Company, 1895. 368 p. il. D. cl	1.00	.85
Selections on patriotic subjects. References: Patriotism, 15-34; the flag, 37-50; discovery of America, 53-72; the colonists, 75-100; the Revolution, 103-124; the nation, 127-164; Civil War, 167-188; the Negroes, 191-206; civil liberty, 209-236; religious liberty, 239-254; population and immigration, 257-270; citizenship, 273-300; labor, 303-314; capital, 317-326; perpetuity of the republic, 329-344; constitution of the U. S., 345-358; Declaration of Independence, 359-362.		
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Garrett & Co., 1899. Vol. 7, 8, 9. D. cl. per vol.	2.00	1.28

This series of books contain many good selections for rhetorical work. One of the three volumes contains sufficient material of this class for the smaller schools.



Schoolhouse in district No. 9, town of Tilden, Chippewa County.



Schoolhouse in district No. 7, town of Eagle Point, Chippewa County.

POETRY.

As a rule poetry will not be read by the children unless the teacher creates a love for poetry by reading it to them. Often they cannot call the words readily enough to get the swing of the music which is one of the greatest charms of poetry for children. In selecting poetry to be read to the pupils follow their present interests and awaken new ones. Children are always interested in a story and there are many fine narrative poems. The story may form a starting point for creating an interest in poetry. Interests created by the various holidays, the seasons, and observations of nature may be deepened by beautiful poems. Help the child to see the beautiful pictures in poetry and to compare them with the real pictures so far as possible. Thus after a beautiful sunset a beautiful description of a sunset by a poet will interest the children. Let them see how nearly the poet's description pictures the sunset they saw. At the same time that they are gaining a love for poetry a love for nature may be created.

Encourage the pupils to memorize the bits of poetry which they like best.

No work in the schoolroom is productive of better results in forming a taste for good reading, creating a love for the beautiful, and developing permanent and ennobling interests.

Price List to disprice. tricts,
669. [552.] (510.) Ballad book. Ed. by Katherine Lee Bates. Bost., Sibley & Ducker, 1890. 229 p. S. cl
These rough, frank, spirited old poems are almost always favorites with children.
670. [551.] (699.) Boy's Browning. Robert Browning. Dana Estes & Co., 1899. 96 p. il. S. cl
The best of Browning's poems of action and incident selected for boys.
671. [525.] (491.) Poetical works. William Cullen Bryant. **Household ed. N. Y., D. Appleton & Co., 1897. 362 p. il. por. O. cl
References: Poems of nature: Inscription for the entrance to a wood, 24; Winter piece, 29; West wind, 53; Walk at sunset, 37; Rivulet, 50; March, 53; Summer wind, 57; Autumn woods, 68; November, 70; To a cloud, 72; Forest hymn, 79; June, 83; Firmament, 86; October, 99; Earth, 160; Hunter of the prairle, 165; Hymn of the sea, 203; Song of the sower, 244. Flowers: Yellow violet, 23; Death of the flowers, 92. Birds: To a water-fowl, 26; Robert of Lincoln, 229; Return of the birds, 310.
Trees: Planting of the apple tree, 222; Among the trees, 321; Forest hymns, 79.
Poems of life. Journey of life, 137; Life, 174; Flood of years, 344.
Poems of death: Thanatopsis, 21; Hymn to death, 39.
Story of poems: Rizpah, 47; Indian story, 54; Monument mountain, 63; Damsel of Peru, 100; Hunter's vision, 176; Sella, 268;
Little people of the snow, 297. Patriotism and historical poems: The ages, 11; Italy, 253; Seventy-six, 166; Not yet, 262; Our country's call, 263; Death of Lincoln, 316; Death of slavery, 317.
Ballads: Song of Marion's men, 134; Song for New-Year's eve, 234.
672. [548.] (515.) American war ballads and lyrics. Ed. by George Cary Eggleston. 2 v. in 1. N. Y., G. P. Putnam's Sons, 1889. 278 p. il. S. cl 1.50 .90
A collection of songs and baliads of the colonial wars, the Revolution, the war of 1812-15, the war with Mexico, and the Civil War. "It is the poetry of strength and manly self-reliance. It is inspired from beginning to end by a high and unfattering faith in the truth of the destrines of hyman library that undarile our entire history."

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and constitute the vital principle of our institutions."

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Dunn English. N. Y., Harper & Bros., 1885. 168 p. il. O. cl	2.00	1.20
A collection of verses illustrating some notable events in the history of the United States from the colonial period to the outbreak of the civil war.		
674. Little book of western verse. Eugene Field. N. Y., C: Scribner's Sons, 1901. 202 p. D. cl	1.25	.82
675. Second book of verse. Eugene Field. N. Y., C: Scribner's Sons, 1901. 260 p. D. cl	1.25	.82
These two books contain many of Field's most beautiful poems and should be in every library.		
676. Love-songs of childhood. Eugene Field. N. Y., C: Scribner's Sons, 1901. 111 p. S. cl	1.00	. 67
This is a collection of Field's best poems for primary form children, but the middle form children will also enjoy reading them.		
677. [537.] (501.) Lullaby-land. Eugene Field. N. Y., C: Scribner's Sons, 1894. 229 p. il. D. cl	1.50	.96
A most beautiful edition of Field's songs of childhood. The illustrations are unusually good.		
678. [542.] (506.) Blue poetry book. <i>Ed.</i> by Andrew Lang. (New ed. for use in schools.) N. Y., Longmans, Green & Co., 1896. 263 p. S. cl	.60	. 50
All children like a story. Out of this interest may be created an interest in poetry by use of narrative, or story poems. The majority of poems in this collection are narrative poems of the best kind. Selections which may be used for Arbor or Bird days: A Boy's song, 2: I remember, I remember, 3: To daffodils, 60: To the cuckoo, 75: to a waterfowl, 117: The skylark, 130: To a skylark, 134: The nightingale, 137: Spring, 139: The recollection, 103. Evening poems: Night, 4: Evening, 79: Il penseroso, 98: The day is done, 126: The sleeper, 137. To the sea: Sea dirge, 51. Winter: Winter, 64.		

Morning: L'allegro, 94; Morning, 115. The story poems are not paged.

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679. [538.] (502.) Childhood songs. Lucy Larcom. Bost., Houghton, Mifflin & Co., 1898. 202 p. il. D. cl. 1.00 .60

Dainty, pretty poems for children. The nature poems are especially good.

680. [524.] (490.) Complete poetical works. Henry Wadsworth Longfellow. Cambridge ed. Bost., Houghton, Mifflin & Co., 1893. 689 p. Por. O. cl.... 2.00

2 00 1 20

References: Voices of the night: Hymn to the night, 2; Psalm of life, 2; Psotsteps of angels, 4; the beleagured city, 5; Midnight mass for the dying year, 6; The bridge, 63; Curfew, 69; Night, 348; The evening star, 69; Twilight, 105; Sundown, 353.

Nature poems: An April day, 7; Autumn, 8, 69; Woods in winter, 8; Sunrise on the hills, 9; Rain in summer, 59; The evening star, 69; Autumn, 69; Flower-de-luce, 287; Palingenesis, 287; The four lakes of Madison, 351; Snow flakes, 202; The bridge of cloud, 288; The brook and the wave, 296; Nature, 318; The harvest moon, 320; The poet's calendar, 349; The brook, 593.

Story poems: The wreck of the Hesperus, 13; The belfry of Bruges, 54; Nuremberg, 57; Evangeline, 70; The song of Hiawatha, 113; The courtship of Miles Standish, 164; The hanging of the crane, 308; Skeleton in armor, 11; Pegasus in pound, 110; The emperor's bird's-nest, 189; The discoverer of the North cape, 198; Tales of a wayside inn, 204; The revenge of Rain-in-the-face, 336; Leap of Roushan Beg, 338.

Poems on slavery, 20-23.

Drama: The Spanish student, 23; Christus, 361; the golden

legend, 408; Michael Angelo, 537.

Ballads and songs: The village blacksmith, 14; It is not always May, 15; The rainy day, 16; God's aere, 16; Maidenhood, 18; Excelsior, 19; The day is done, 64; The old clock on the stairs, 67; The arrow and the song, 68; Auf wiedersehen, 354; To river Charles, 16; The secret of the sea, 104; The builders, 108; Day break, 199; A day of sunshine, 202; Something left undone, 203; Sleep, 317; The windmill, 347; Song of the bell, 612.

Holiday poems: Christmas bells, 289; The three kings, 339; Thanksgiving, 645; A Christmas carol, 628; Decoration Day, 359;

The dead, 610.

Poems of persons: The fiftieth birthday of Agassiz, 199; Hawthorne, 289; Chaucer, 315; Shakespeare, 315; Milton, 315; Charles Sumner, 324; Robert Burns, 345; President Garfield, 357.

Poems of places: Venice, 318; To the river Rhine, 320; Boston, 321; Lake of Como, 325.

Poems on children: Children, 200; The children's hour, 201; The children's comrade, 352.

Poems of the sea: The building of the ship, 99; Seaweed, 103; The secret of the sea, 104; The lighthouse, 106; The sound of the sea, 316; A summer day by the sea, 316; The tides, 317; The, tide vises, the tide falls, 347; The city and the sea, 356; The sea hath its pearls, 615.

681. [543.] (507.) Courtship of Miles Standish. Henry Wadsworth Longfellow. Bost., Houghton, Mifflin & Co., 1886. 90 p. D. (Riverside lit. ser.) cl...

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T	ist	Price to dis-
	ice.	tricts.
Though Longfellow's complete works are on the list, this poem is such a favorite with children, it is thought best to duplicate.		
683. [553.] (513.) Poetry of the seasons. <i>Comp.</i> by Mary I. Lovejoy. N. Y., Silver, Burdett & Co., 1898. 336 p. il. D. cl	.60	. 52
Some of the best nature poems for the various seasons.		
684. [550.] (516.) Lays of ancient Rome. T. B. Macaulay. N. Y., G. P. Putnam's sons. (World's classics.) cl	.50	.32
685. [545.] (696.) Songs of the tree-top and meadow. Arr. by Lida Brown McMurry and Agnes Spofford Cook. Bloomington, Ill., Public School Pub. Co., 1899. 192 p. il. T. cl	. 60	.45
686. [547.] (697.) Poems of American patriotism. Chosen by Brander Matthews. N. Y., C: Scribner's Sons, 1899. 279 p. D. (Scribner's ser. of school reading.) cl	. 60	.50
A collection of old favorites, well arranged. Brief notes have been prefixed to many of the poems, making plain the occasion of their origin, and removing any chance of obscurity of allusion. Suitable for middle and upper forms.		
687. [546.] (695.) Our country in poem and prose. Arr. by Eleanor A. Persons. N. Y., American Book Company, 1899. 204 p. il. D. (Eclectic school reading ser.) cl	. 50	.43
The selections are arranged for collateral and supplementary reading. Much of the material in the book will prove of value in making the history lesson interesting and entertaining.		
688. [536.] (694.) Prose and verse for children. Katherine Pyle. N. Y., American Book Company, 1899. 168 p. D. cl	z. 4 (.34
Imaginative selections which will please the children since they deal mainly with the things of childhood.		

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689. [526.] (492.) Complete poetical works. James Russell Lowell. Cambridge ed. Bost., Houghton, Mifflin & Co., 1896. 492 p. Por. O. cl	2.00	1.20
References: Story poems: A legend of Brittany, 28; Promeheus, 30; A Chippewa legend, 53; The vision of Sir Launfal, 106; A fable for critics, 113; The courtin, 219; Rhoecus, 46; Singing eaves, 293. Patriotic and historical poems: Columbus, 55; Bigelow papers, 181; Poems of the war, 334; The Fatherland, 14; The present crisis, 67; Freedom, 97; Under the old elm, 364; Ode for the fourth of July, 370; Stanzas of freedom, 55. Nature poems: Under the willows, 286; The first snow-fall, 292; The Nomades, 301; Summer storm, 7; The fountain, 11; Song (The violet), 17; To a pine tree, 62; The Indian summer reverie, 38; The oak, 76; The birch tree, 79; To the dandelion, 83. Poems of the sea: The sirens, 2; Pictures from Appledore, 303. Poems of life: The parting of the ways, 298; The falcon, 18; A glance behind the curtain, 49; To the future, 64; Above and below, 78; the changeling, 89. Ballads: Auf wiedersehen, 308; The fountain of youth, 316; The beggar, 5; The rose, 16. Holidays: A Christmas carol, 403; A New Year's greeting, 410. Poems of persons: Wendell Phillips, 24; Kossuth, 100; Garrison, 102; Hood, 105; Agassiz, 374; Holmes, 381; Whittier, 3-6.		
390. [541.] (505.) Book of famous verse. Sel. by Agnes Repplier. Bost., Houghton, Mifflin & Co., 1894. 244 p. S. (Riverside lib. for young people.) cl.	. 75	. 4
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91. [531.] (497.) Child-rhymes. James Whitcomb Riley. Indianapolis, Bowen-Merrill Co., 1899. 188 p. il. D. cl	1.25	.7
192. [532.] (498.) Child world. James Whitcomb Riley. Indianapolis, Bowen-Merrill Co., 1897. 209 p. il. D. cl. One of the best of Riley's books of poetry. Humorous, looks at things from the child's standpoint. A good book for child study ince child life is portrayed with a master hand	1.25	. 7
693. [533.] (499.) Neghborly poems. James Whitcomb Riley. Indianapolis, Bowen-Merrill Co., 1899. 215 p. il. D. cl	1.25	. 7

Poems of country life filled with the beauty of nature which may help the country child to see some of the beauty around him.

Di	ist t	Price o dis- cricts.
694. [530.] (496.) Boy's book of rhyme. Clinton Scollard.	1.00	.60
As the title indicates, these poems are essentially for boys—but many girls will find them good. The poems are about boyish games, favorite birds and flowers, and the various seasons dear to a boy's heart.		
The teacher will find some very good material for closing exercises, the holidays, Bird and Arbor days, and to read to the children at the general exercises in the morning.		
695. [557.] (518.) Lady of the lake. Sir Walter Scott. N. Y., American Book Company, 1897. D. (Eclectic English classics.) cl	.30	. 26
Boys will like the stirring music and martial sound of Scott's poetry.		
696. [556.] (517.) Marmion. Sir Walter Scott. N. Y., American Book Company, 1892. 247 p. Por. D. (Eclectic English classics.) cl	.40	.34
697. [529.] (495.) Little-folk lyrics. Frank Dempster Sherman. Bost., Houghton, Mifflin & Co., 1897. 140 p. il. D. cl	1.50	.85
This is one of the best volumes of poems for children. The book is artistically bound and illustrated. Though written for little folks, children of all grades enjoy it. It is filled with nature poems of the most beautiful kind. The teacher will find in this book some of the best material for Arbor and Bird days, and general exercises at close of school.	0	
698. [534.] Child's garden of verses. Robert Louis Stevenson. With an <i>introd</i> . by Lloyd Osborne. N. Y., C: Scribner's Sons, 1901. 76 p. il. D. cl	.60	. 50
These poems show the perfect faith, purity and simplicity of the child mind. Many of the poems are for the youngest children. "The child of the "Child's Garden" was Stevenson himself. The plays were his plays; the dreams were his dreams; the fears and fantasles were all his own."—From the Introduction.		
699. [527.] (493.) Poetic and dramatic works. Alfred Tennyson. Cambridge ed. Bost., Houghton, Mifflin & Co., 1898. 887 p. O. cl	2.00	1.20
References: Story poems: The lady of Shalott, 27; The miller's daughter, 35; The May queen, 47; Dora, 72; Locksley Hall, 90; The day-dream, 96; St. Agnes' eve, 100; Lady Clare, 105; The		

Price List to disprice. tricts.

princess, 115; Maud, 198; The brook, 217; Enoch Arden, 227; Seadreams, 252; The grandmother, 258; The defense of Lucknow, 470; Locksley Hall sixty years after, 517; The gardner's daughter, 68.

Poems of life: The two voices, 30.

Poems of death: In memoriam, 162; Nothing will die, 3; All things will die, 4.

Holiday poems: The death of the old year, 58.

Nature poems: Early spring, 513; The progress of spring, 548; The snowdrop, 556; The owl, 9; The throstle, 556: The blackbird, 58; The flower, 264; Flower in the crannied wall, 274; Spring, 279; Winter, 279; Early spring, 513.

Legends: A dream of fair women, 53; Morte d'Arthur, 64; Sir

Galahad, 101; Idylls of the king, 302.

Ballads and songs: The first quarrel, 452; Rizpah, 454; In the children's hospital, 468; Break, break, break, 115; The beggar maid, 110; The owl, 9; Choric song, 51; Sweet and low, 128; The splendor falls on castle walls, 134; Home they brought her warrior dead, 145.

Patriotism and historical poems: The charge of the Light Brigade, 226.

Dramatic poems: Harold, 622; Queen Mary, 557; Becket, 659.

700. [535.] Listening child; a selection from the stores of English verse, made for the youngest readers and hearers; with an introductory note by T. W. Higginson. Lucy W. Thatcher. School ed. N. Y., Macmillan Co., 1900. 408 p. D. cl.....

.50.45

Fine collection of poetry from the best authors.

701. Among flowers and trees with the poets. Comp. and arr. by Minnie Curtis Wait and Merton Channing Leonard. Bost., Lee & Shepard, 1901. 415 p. il. O. cl.

1.50.88

A companion volume to "Through the year with birds and poets" published last year. The choicest poems in English, descriptive of the floral kingdom are arranged according to alphabetleal order of plants described by the poets. In six parts: Flowers-in general; Flowers-specified; Trees and shrubs, in general and specified; Flowerless plants; National flowers, illustrated with fifteen plates.

702. [528.] (464.) Complete poetical works. John Greenleaf Whittier. Cambridge ed. Bost., Houghton, Mifflin & Co., 1894. 542 p. Por. O. cl...... 2.00 1.20

References: Story poems: The Vaudols teacher, 3; The Norsemen, 9; The cypress-tree of Ceylon, 14; Kathleen, 37; The chapel of the hermits, 39; Maud Muller, 47; Skipper Ireson's ride, 55; Cobbler Keezar's vision, 77; Miriam, 93; The sisters, 100; Marguerite, 101; The Pennsylvania pilgrim, 103; King Volmer and Elsle, 112; The witch of Wenham, 117; King Solomon and the ants,

List to disprice. tricts.

120; The bay of seven islands, 127; The brown dwarf of Rügen, 138; The tent on the beach, 243.

Poems of persons: Tauler, 44; Conductor Bradley, 117; Benedicite, 188; Kossuth, 189; To Charles Sumner, 196; Burns, 196; Brown of Ossawatomie, 201; Bryant on his birthday, 203; Garibaldi, 204; Lydia Maria Child, 205; The singer, 206; Sumner, 208; Thiers, 210; Fitz-Greene Halleck, 211; Bayard Taylor, 212; Our autocrat, 213; The poet and the children, 215; A welcome to Lowell, 216.

Patriotism and historical poems: The Norsemen, 9; St. John, 12; The exiles, 14; Cassandra Southwick, 18; The angels of Buena Vista, 35; the truce of Piscataqua. 74; The king's missive, 124; Lexington, 232; Yorktown, 302;/The slaves of Martinique, 305; Barbara Frietchie, 342; Our country, 383.

Nature poems: The fountain, 7; The sycamores, 56; Among the hills, 83; The robin, 102; How the robin came, 136; The frost spirit, 141; The Merrimac, 141; A dream of summer, 143; The lakeside, 144; Autumn thoughts, 144; April, 145; Summer by the lakeside, 147; Flowers in white, 148; The Mayflower, 149; The last walk in autumn, 150; The first flowers, 153; The palm-tree, 155; The river path, 155; The pressed gentian, 159; The trailing arbutus, 164; A summer pilgrimage, 165; A day, 168; A song of the harvest, 219; For an autumn festival, 220; June on the Merrimac, 226; The worship of nature, 261; Snow-bound, 398.

Poems of life: Questions of life, 432; Trust, 434; My trust, 411; The answer, 441; The two angels, 455.

Poems for children: At school-close, 234; Hymn of the children, 235; The barefoot hoy, 396; In school-days, 407; Red Riding-hood, 408.

Anti-slavery poems: Touissant L'Ouverture, 262; The slave-ships, 265; Expostulation, 267; The Yankee girl, 269; The hunters of men, 270; Stanzas for the times, 271; A summons, 273; The moral warfare, 275; The farewell, 278; The new year, 281; The Christian slave, 288; The branded hand, 296; Thy will be done, 333; Laus deo, 345.

Holiday poems: A Christmas carmen, 453.

703. [540.] (504.) Once upon a time. Mary E. Wilkins. Bost., Lothrop Pub. Co., 1897. 187 p. il. D. cl.. 1.00

A collection of child-verses. Many for the youngest children and some for the oldest.

Most beautiful nature poems from the best literature. Fine material for Arbor Day and nature study.

MISCELLANEOUS.

	ist ice.	Price to dis- tricts.
Theodore Roosevelt and George Bird Grinnell. N. Y., Forest and Stream Pub. Co., 1893. 345 p. il. D	2.50	1.65
A book which will interest boys.		
706. [567.] (484.) American girls' handy book. Lina and Adelia B. Beard. N. Y., C: Scribner's Sons, 1890. 474 p. il. D. cl	2.00	1.30
A vast amount of information on decorations, amusements, painting, drawing, gift-making, and scores of other subjects that girls are generally desirous of knowing.		
707. [568.] (707.) American girls' home book of work and play. Helen Campbell. N. Y., G. P. Putnam's Sons, 1896. 431 p. il. D. cl	1.75	5 1.10
The girls will find this a valuable guide to work and play. Some of the leading subjects are rainy day games, forfeits, parlor plays, charades, Hallowe'en games, lawn tennis, boating, doll's dressmaking, Christmas gifts, care of birds, candy making, and cooking.		
708. [585.] (710.) Business girl, in every phase of her life. Ruth Ashmore (Mrs. Isabel A. Mallon). N. Y., Doubleday, Page & Co., 1898. 176 p. T. cl	. 50	.30
Some very good and helpful advice for girls.		
709. [569.] (486.) Boys' book of sports and outdoor life. **Ed. by Maurice Thompson. N. Y., Century Co., 1886. 352 p. il. O. cl	2.00	0 1.20
Chapters on the use of guns, fishing, archery, boats and boating, camps and campers, swimming, the camera, and ice-boating, which		

will interest the boys and give them many suggestions for their own sports.

guished in our large citles.

	List rice.	Price to dis- triets.
710. [573.] (709.) Boy's workshop. A boy and his friends. Bost., Lothrop Co., 1884. 221 p. il. D. cl		
Nearly every boy at some period of his life wants to "make things." This little book will give him much valuable information in regard to the making of things he likes to make, and if wisely encouraged by parents and teachers, he may develop mechanical ingenuity which will be of great value to him in after life.		
711. [577.] (706.) Camping and camp outfits. G. O. Shields. Chicago, Rand, McNally & Co., 1890. 169 p. il. D. cl	1.25	.75
A manual of instruction for young and old sportsmen. This book contains points on how to dress for hunting, fishing or other camping trips; what to provide in way of bedding, tents, eatables, and cooking utensils; how to select camping grounds; how to build camps, or shelters of various kinds; how to build eamp fires; and many other topics in connection with the subject of outdoor life.		
712. Careers of danger and daring. Cleveland Moffett. N. Y., Century Co., 1901. 419 p. il O. cl	1.80	1.62
The dangers that one must face who becomes a steeple-climber, a deep-sea diver, a bridge-builder, a pilot, a fireman, a locomotive engineer, etc., are told with much vividness of phrase and picturesqueness of illustration. References: Steeple-climbing, 3-39; Diving, 40-86; Ballooning, 87-129; Pilots, 130-72; Bridge-builders, 172-208; Firemen, 209-54; Acrobats, 255-92; Animal tamer, 293-347; Dynamite workers, 348-376; Engineers, 377-419.		
713. Elements of the theory and practice of cookery: a text-book of household science for use in schools. Mary E. Williams and Katharine Rolston Fisher. N. Y., Macmillan Co., 1901. 347 p. il. D. cl	1.00	.88
This book will be of value to all interested in the better preparation of home-makers for their duties. It furnishes much excellent material which may be given to pupils by the teacher in talks and in simple experiments, showing the reasons for doing or not doing many things now done without reasons in every home. The book contains many practical lessons for girls which they may be interested in applying in their own homes. Section 4 on "Cleanliness and Cleaning" and the chapters on "Fnel Foods" and "Tissue-building Foods" should be read by every mother in the district. These chapters also give excellent matter to supplement the school work in physiology.		
714. [516.] (689.) Fighting a fire. Charles T. Hill. N. Y., Century Co., 1897. 246 p. il. D. cl	1.50	.88
An interesting account of the workings of the New York fire department. Every pupil will be interested in the personal observations of the anthor, and he will learn much of how fires are extinguished in our large citles		,

	list	Price to dis- tricts.
715. Hour of opportunity. Orison Swett Marden and Abner Bayley. N. Y., T. Y. Crowell & Co., c1900. 54 p. il. D. cl	. 50	.30
This book relates the beginning of the careers of some of our most successful men and women of today. It contains many suggestions valuable to boys and girls.		
716. How to make baskets. Mary White. With a chapter on "What the basket means to the Indian," by Neltje Blanchan. N. Y., Doubleday, Page & Co., 1901. 194 p. il. D. cl	1.00	. 90
"The great interest in Indian baskets has drawn new attention to the art of basket-making, with the result that basketry has found immediate favor, not only in schools and training classes, but as a most attractive pastime and means of occupation among grown people as well. This little manual is the only guide to the work. Miss White describes in detail the few necessary implements and materials, and then tells how to weave, first the simpler forms, next the more difficult patterns, and finally the complicated and beautiful work for which the Indians were once famous, but which is now rapidly becoming a lost art." Contents: Materials, Tools, Preparation, Weaving; Raffia, and Some of its Uses; Mats and Their Borders; The Simplest Baskets; Covers; Handles; Work Baskets; Candy Baskets; Scrap Baskets; Bird's Nests; Oval Baskets; The Finishing Touch; How to Cane Chairs; Some Indian Stitches; What the Basket Means to the Indian.		
717. [571.] Jack of all trades. D. C. Beard. N. Y., C: Scribner's Sons, 1900. 295 p. il. D. cl New ideas for occupying play hours indoors and out. Contents: Treetop club houses, bunting without a gun, backyard zoo, pigeon lofts, backyard work shop, a Daniel Boone cabin, a house boat, a tologgan slide, and numerous indoor anusements. To the best of the author's knowledge and belief there is not a thing described in this book which has not been proved practical.	2.00	1.30
718. [570.] Outdoor handy book for play-ground, field, and forest. Daniel C. Beard. (New ed.) N. Y., C; Scribner's Sons, 1900. 496 p. il. D. cl	2.00	1.30
719. [587.] Robert's primer of parliamentary law. Joseph Thomas Robert. N. Y., Doubleday, Page & Co., 1900. 264 p. S. el	. 75	5 .45

Societies and clubs will find this book very helpful.

· · · · · · · · · · · · · · · · · · ·		Price to dis-
720. [586.] (711.) Successward: a young man's book for young men. Edward Bok. N. Y., Doubleday, Page & Co., 1899. 182 p. T. cl	orice. . 50	tricts.
Some very good suggestions for boys.		
721. [572.] Woodworking for beginners. Charles G. Wheeler. N. Y., G. P. Putnam's Sons, 1900. 550 p. il. D. cl	3.50	2.10
Suggestions and directions for the making of many things from wood.		
721a. John Nagle's philosophy. Comp. by Sidney T. Pratt. Manitowoc, (Wis.) The Pilot. 1902. cl	1.50	.98
This book contains the addresses made by John Nagle to the Farmers' Institutes of Wiconsin. Mr. Nagle wrote to make life purer and sweeter. He understood the besetting traps laid to snare the young from paths of rectitude, hence, in no uncertain language did he show his solicitude for them.—From the Compiler's Preface.		
AMATEUR PLAYS.		
722. [580.] Fairy tale plays and how to act them. <i>Mrs.</i> Hugh Bell. N. Y., Longmans, Green & Co., 1899. 366 p. il. D. cl	1.50	. 95
The most familiar fairy tales arranged to be acted by boys and girls.		
723. "Little men play," a two-act, forty-five minute play. *Adapted by Elizabeth Lincoln Gould from Louisa May Alcott's famous story "Little men," with		
pictures by R. B. Birch. Bost., Little, Brown & Co., c1900. 103 p. il. D. bds	. 50	.30
724. "Little women play," a two-act, forty-five minute play. Adapted by Elibabeth Lincoln Gould from Louisa May Alcott's famous story "Little women," with pictures by R. B. Birch. Bost., Little, Brown & Co., c1900. 101 p. il. D. bds	. 50	.30
Interesting plays for school entertainments. After reading Louisa Alcott's "Little men" and "Little women" the children will enjoy reading these plays. A comparison of the plays with the stories noting the similarities and differences will afford an excellent elementa— exercise in the study of literature.		

		Price to dis- tricts.
Y., Century Co., 1900. 231 p. il. D. cl	1.00	.65
These plays and operettas were published originally in "St. Nicholas." They will be found very valuable for entertainments and clasing exercises.		
726. [581.] Wild animal play for children, with alternate reading for very young children. Ernest Seton-Thompson. N. Y., Doubleday, Page & Co., 1900. 79 p. il. D. cl	. 50	.30
Plays based upon the stories told in "Wild Animals I Have Known."		
•		
ENCYCLOPAEDIAS.		
727. [582.] (488.) Young folks' cyclopedia of common things. John D. Champlin, jr. 2d ed., rev. and enl. N. Y., Henry Holt & Co., 1893. 850 p. il. O.		
cl	2.50	1.60
728. [584.] (702.) Young folks' cyclopedia of games and sports. John D. Champlin and Arthur E. Bostwick. N. Y., Henry Holt & Co., 1899. 784 p. il. O. cl	2.50	1.60
A compendium of recreations of all kinds.		
729. Young folks' cyclopedia of literature and art. John Denison Champlin. N. Y., Henry Holt & Co., 1901. 604 p. il. O. cl	2.50	1.60
Although the scope of the earlier volumes of this series is quite comprehensive, including in the first volume physics, mechanics, and physiology, and in the second geography, biography, and history it has been suggested by teachers and critics that the aesthetic side of cyclopaedic literature has been in a measure neglected. To first this suggested want and to help to round out the series into a complete cyclopaedia, the "Young folk's cyclopaedia of literature and art" has been prepared. Its aim is to give a brief account of the acknowledged masterpieces in literature and in art, the latter term being understood to include architecture, sculpture, painting and music.		
730. [583.] (489.)Young folks' cyclopedia of persons and places. John D. Champlin, jr. 2d ed., rev. N. Y., Henry Holt & Co., 1893. 936 p. il. O. cl	2.50	1.60
Teachers should train pupils to use the indexes. There is only one article on the Mississippi river, but a reference to the index elements of the relation of the index of the relation of the		

shows that six other articles contain something of interest on the

Mississippi river.

SONG BOOKS.

DI	ist ice.	Price to dis- tricts.
731. [590.] (525.) Children's songs and how to sing them.		
Wm. L. Tomlins. Chic., Lyon & Healy, 1894. 126 p. O. cl	. 30	.25
Most beautiful songs for children.		
•		
732. [599.] (701.) Choice songs. H. O. R. Siefert. N. Y., Butler, Sheldon & Co., 1899. 158 p. sq. O. cl.	. 40	. 35
Beautiful songs for all times and seasons, expressly adapted for school use. Many old favorites so arranged as to make the songs easy to sing, without sacrificing the beauties of original harmony.		
733. [589.] Earth, sky and air in song. Book 1. W. H. Neidlinger. N. Y., American Book Company, 1900.		
127 p. il. sq. O	.75	. 65
Beautiful songs of nature for youngest children.		
734. Earth, sky and air in song. Book 2. W. H. Neidlinger. N. Y., American Book Co., c1900. 160 p. il. O. cl	.80	.70
Songs of nature, containing many fine illustrations.		
735. [597.] Favorite songs and hymns. J. P. McCaskey, ed. N. Y., American Book Company, 1899. 400	0.0	40
p. O. cl	.80	.68
A fine collection of songs.		
736. [596.] (530.) Franklin Square song collection, Nos. 1 to 8. Comp. by J. P. McCaskey. N. Y., Amer-		
ican Book Company, 1897. O. cl. each	. 60	.52
Collections of favorite songs.		
707 (F043 (F043 A		
737. [591.] (526.) Gems of school song. <i>Ed.</i> by Carl Betz. N. Y., American Book Company, 1896. 190 p. O.		
cl	.70	.60
$\boldsymbol{\Delta}$ very fine collection of songs for all times and seasons.		

p	List rice.	Price to dls- tricts.
738. [595.] Music reader for rural and village schools. A. J. Gantvoort. N. Y., American Book Company. bds.	.40	.34
739. St. Nicholas songs. Waldo S. Pratt, ed. N. Y., Century Co., c1885. 190 p. il. Q. bds	1.25	.75
740, 741. [593, 594.] Short course in music. Bks. 1, 2. Frederick H. Ripley and Thomas Tapper. N. Y., American Book Company, 1898. 144, 175 p. D. cl. Bk. 1 Bk. 2 A course in music especially prepared for the rural schools. There are a large number of suitable songs.		.30
742. [598.] (700.) Songs of all lands. W. S. B. Matthews. N. Y., American Book Company, 1899. 157 p. sq. O. bds	. 50	. 43
743. [592.] (527.) Songs of life and nature. Eleanor Smith. Chic., Scott, Foresman & Co., 1898. 208 p. Q. cl	.75	. 65
744. [588.] (524.) Songs of the child-world. Music by Jessie L. Gaynor. Chicago, John Church Co., 1897. 121 p. Q. cl	1,25	.75

BOOKS FOR THE TEACHER.

Every teacher ought to read some of the good books in the line of her profession. The following books will prove very helpful to the earnest teacher. Read in connection with the Manual they will prove invaluable.

745. As the twig is bent: a story for mothers and teachers. Susan Chenery. Bost., Houghton, Mifflin &	List orice.	Price to dis- tricts.
Co., 1901. 164 p. D. cl	1.00	.90
This is called "a story for mothers and teachers." It is a book upon theoretical discipline, with practical illustrations that in many cases bear the test of genulne experience. For the most part, the practical side very considerably balances against the theoretical, and mothers or teachers reading the book will find many a helpful suggestion right to the point. The book bears directly upon the influence of discipline, and the methods suggested are to bring that influence about. That is, of course, the first principle in directing the life of a child, whether at home or in school. The book is written from a high standard, with an understanding of little children, and in a familiar style, as if the author sat down to talk things over with you. It is attractive and helpful.		
746. Beckonings from little hands. Patterson Du Bois. Phil., Dodd, Mead & Co., 1898. 166 p. il. D. Fourth Edition. cl	.78	5 .45
This book was written by a mother and relates her actual experience with her four little ones. It should be read by every kindergartner and primary teacher and will be of value to all who are making a study of children from either a scientific or humanitarian point of view. Its purpose is both to awaken sympathy and to inform. It pleads for justice to children by exhibiting some phases of the strength and the weakness of child nature.		
747. [603.] Biography of a baby. Milicent W. Shinn. Bost., Houghton, Mifflin & Co., 1900. 247 p. D. cl Carefully observed facts handled in a scientific spirit about	1.50	.90

the first year of a normal girl baby's life.

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Lis pric		Price to dis- tricts.
748. [604.] (533.) Elements of pedagogics. J. N. Patrick.	.00	
The book is intended for those who have not already studied pedagogy. It states clearly, concisely, and simply the well-established principles of correct methods of instruction.		
749. [601.] (532.) Elements of pedagogy. Emerson E. White. N. Y., American Book Company, 1886. 336 p. D. cl	. 00	.85
Teachers will find this book very helpful studied in connection with the Manual. References: Elements of psychology, 21-96; principles of teaching, 97-132; methods of teaching, 133-218; reading, 219-242; language, 243-254; grammar, 255-269; geography, 279-294; arithmetic, 294-312; moral training, 312-330.		
750. [605.] (534.) First school year. Katherine Beebe. N. Y., Werner Co., 1895. 147 p. S. cl	. 75	. 60
A very suggestive and helpful book. References: Games, 5-18; science work. 31-42; holidays. 43-56; trades, industries, 68; self-expression in the school room, 79-93; literature for children, 94-109; growth in school life, 120-133.		
751. First years in handicraft. Walter J. Kenyon. N. Y., Baker & Taylor Co., c1901. 124 p. il. D. cl 1.	. 00	.65
"This is a primary book and solves the manual-training problem for primary children." It tells how to make many pretty and useful things out of paper, cardboard, and similar materials at a small cost. Scissors, ruler, and paste are the only necessary tools. The book contains over one hundred cuts and the text describes these cuts and gives directions to the teacher for the guidance of the children.		
A suggestive book to mothers.	٠	
752. Plans for busy work. Ed. by Sarah Louise Arnold. N. Y., Silver, Burdett & Co., c1901. 139 p. D. cl.	. 50	. 45
This volume is made up of contributions secured by the members of the Boston Primary Teachers' Association. A committee was organized to collect and collate material. Contributions passed by this committee were edited by Sarah Louise Arnold, supervisor of Boston schools. The book is published for the Primary Teachers' Association and any profits from its sale will be used for the association and any profits from its sale will be used		

References: Kindergarten occupations, 3-7; Language, spelling and reading, 29-49; Library, 48-49; Phonetics, 50-72; Drawing, 109-33; Writing, 134-39.

for the association's work among Boston teachers.

Pric List to di price. trict 753. [602.] Point of contact in teaching. Patterson Du	is-
Bois. N. Y., Dodd, Mead & Co., 1900. 131 p. S. cl	45
A small book on one of the most vital principles of teaching.	
754. [606.] (715.) Rifle Creek papers and other essays, together with a few little sermons for teachers. S. Y. Gillan. Milwaukee, S. Y. Gillan & Co., 1899. 160 p. D. cl	56
Will prove most helpful to country school teachers.	
755. School sanitation and decoration. Severance Burrage, and Henry Turner Bailey. Bost., D. C. Heath & Co., c1899. 224 p. il. D. cl 1.50 1.50	10
A study of health and beauty in their relations to the public schools. The illustrations include reproductions of great master pieces, plans and elevations of school buildings, specimens of artistic work by pupils, and many suggestive diagrams. The book contains much that will be helpful to teachers and school officers who have become interested in the subject of the sanitation and decoration of schools.	
Contents: Location of schools, 1-7; Construction and requirements of school buildings, 8-32; Principles of ventilation, heating, and lighting, 33-59; Sanitary problems of the schoolhouse, 60-72; School furniture, 73-82; The schoolroom, 83-93; Schoolroom decoration, 94-121; Old country schoolroom, 122-127; School children, 127-145; Influence of school life upon the eye, 146-58; School authorities and patrons, 159-67; Beauty in school work, 168-84; Classified list of works of art for schoolroom decorations, 213-19.	
756. [600.] (531.) School management. Emerson E. White. N. Y., American Book Company, 1894. 320 p. D. cl	35

One of the best books on school management.

References: The teacher as governor, 17-47; conditions of easy control, 48-79; seating of pupils, 80-85; daily program, 86-93; will training, 105-129; incentives, 130-189; punishment, 190-217; moral instruction, 218-294.

PEDAGOGICAL STORIES.

	List price.	Price to dis- tricts.
757. [615.] Autobiography of a tomboy. Jeannette L. Gil der. N. Y., Doubleday, Page & Co., 1900. 349 p		
il. D. cl	. 1.25	.75
The life of an active girl.		
758. [611.] (281.) Being a boy. Charles Dudley Warner Bost., Houghton, Mifflin & Co., 1896. 244 p. il D. cl		.50
An interesting portrayal of a boy's life on a farm in New England.	•	
759. [608.] (601.) Court of Boyville. William Allen White. N. Y., McClure, Phillips & Co., 1899. 358 p. il. D.		.90
The teacher will find this one of the best books to read on the subject of child study. The preface will stand much study on the part of the teacher.		
760. [616.] Evolution of "Dodd;" a pedagogical story. William Hawley Smith. Chic., Rand, McNally & Co., 1897. 245 p. D. cl		.48
School life of a boy.		
761. [607.] In a boy's town. William Dean Howells. N. Y., Harper & Bros., 1890. il. D. cl	1.25	.75
Shows wonderful insight into a boy's world.		
762. Jean Mitchell's school. Angelina W. Wray. Bloomington, Public School Pub. Co., 1902. 244 p. il. D. cl		.83
An ideal story of a school in its working order from month to month throughout a school year. It is a charming picture of what a sincere, ambitious teacher can do and will prove an inspiration		

	rice.	Price to dis- tricts.
764. [617.] Playground Toni. Anna Chapin Ray. N. Y., Thomas Y. Crowell & Co., 1900. 136 p. il. D. bds	. 50	.30
765. [610.] Sentimental Tommy. James M. Barrie. N. Y., C: Scribner's Sons, 1896. 478 p. il. D. cl	1.50	.90

A LIST OF GOOD BOOKS FOR THE FARMER.

The children may be made interested in the work of their parents, and through the children the parents may become interested in the library. The teachers will find much in these books which she may use in nature studies and in interesting the children in what is going on around them. Through this interest better farmers and better methods of farming may result.

1):		Price to dis- tricts.
766. [619.] (535.) Agriculture. Charles C. James. N. Y., D. Appleton & Co., 1898. 200 p. il. D. cl	. 80	.65
One of the best books on this subject.		
767. [488.] (684.) Corn plants; their uses and ways of life. Frederick Leroy Sargent. Bost., Houghton, Mifflin & Co., 1899. 106 p. il. D. cl	.75	. 45
Trustworthy information regarding some of the most valuable plants in the world. Will be found of great value in the teaching of geography as well as science. The upper form will read and the teacher will find much valuable material for work in the lower forms.		
References: Corn plants in general, 1-75, 102-106; wheat, 75-79; oats, 80-82; rye, 83-84; barley, 85-88; rice, 89-90; maize, 91-101.		
768. [622.] (540.) Feeds and Feeding: a handbook for the student and stockman. W. A. Henry. Madison, W. A. Henry, 1898. 657 p. O. cl	2.00	1,20
A book full of interest and of value to the farmer. The teacher can use many facts from it in her nature work with the children.		
769. [624.] (712.) Garden-making: suggestions for the utilizing of home grounds. L. H. Bailey. N. Y., Macmillan Co., 1899. 417 p. il. S. (Garden craft ser.) cl	1.00	.67
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770. [621.] (714.) Handbook for farmers and dairymen. F. W. Woll. N. Y., John Wiley & Sons, 1900. 437	List orice.	Price to dis- tricts.
p. S. cl		1.10
771. Hand-book of tree-planting. Nathaniel H. Egleston. N. Y., D. Appleton & Co., 1900. 126 p. D. cl	. 75	. 50
An excellent book on forestry for the farmer answering the questions—Why to plant? Where to plant? What to plant? And how to plant?		
772. [625.] (713.) Landscape gardening as applied to home decoration. Samuel T. Maynard, N. Y., John Wiley & Sons, 1899. 338 p. il. D. cl	1.50	1.10
A complete, practical, and helpful treatise on gardening, especially valuable for home and school decoration.		
773. Life on the farm: or, scientific agriculture simplified. A reading book for grammar and high schools. Hiram H. Shepard. Chic., A Flanagan Co., c1901. 166 p. il. D. (Home and school ser.) cl	. 50	.36
A simple and interesting book which gives much practical information about farm life. References: Soil, 9-40; Plants, 41-84; Trees, 85-103; Insects, 104-129; Birds, 130-50; Bacteria, 151-166.		,
774. [620.] (538.) Principles of agriculture. <i>Ed.</i> by L. H. Bailey. N. Y., Macmillan Co., 1898. 300 p. il. D. cl	1.25	.85
References: The soil, 16-36; texture of the soil, 37-46; moisture in the soil, 47-63; tillage of the soil, 64-76; enriching the soil, 77-105; offices of the plant, 106-111; how the plant lives, 112-131; propagation of plants, 132-144; preparation of land for seed, 145-158; care of the plant, 159-178; pastures, meadows, 179-200; offices of the animal, 201-207; how the animal lives, 208-238; feeding, 239-257; management of stock, 258-278.		
775. [623.] (539.) Principles of plant culture. E. S. Goff. 2d ed., rev. Madison, E. S. Goff, 1899. 288 p. il. D. cl	1.10	. 85
This book is intended for students who have had little or no previous instruction in botany. The older children will find much of nterest in it.		

PERIODICALS.

Whenever any of the periodicals given below have been used in the schools they have given excellent satisfaction. Papers filled with trashy stories and vicious pictures are constantly being freely circulated among boys and girls. The most certain preventive against power for harm in bad periodicals is access to good ones. The papers, too, may be made very serviceable as aids in the preparation of lessons and in the recitation.

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Week's Current	1.25	.90
Youth's Companion, Boston, Mass	1.75	1.75
Our Dumb Animals	.50	.45
Birds and Nature	1.50	1.30
Bird Lore	1,00	.90
Little Chronicle, Chicago	1.50	1.30
By the Wayside (Audubon Society)	.20	.20
Country Life	3.00	1.75

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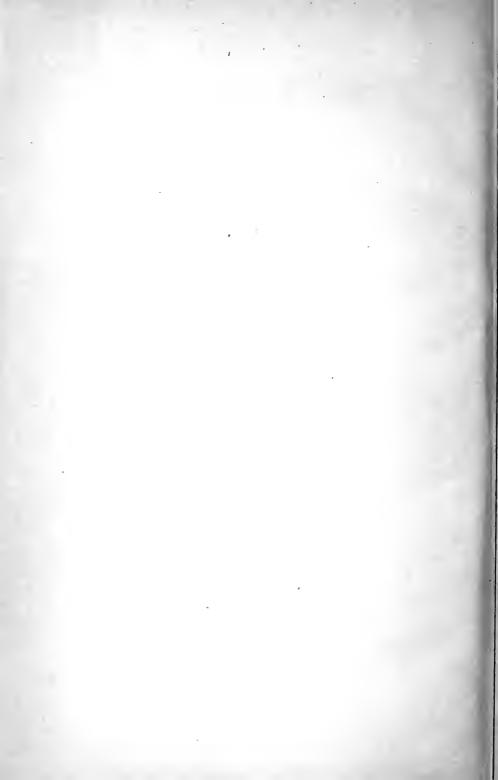
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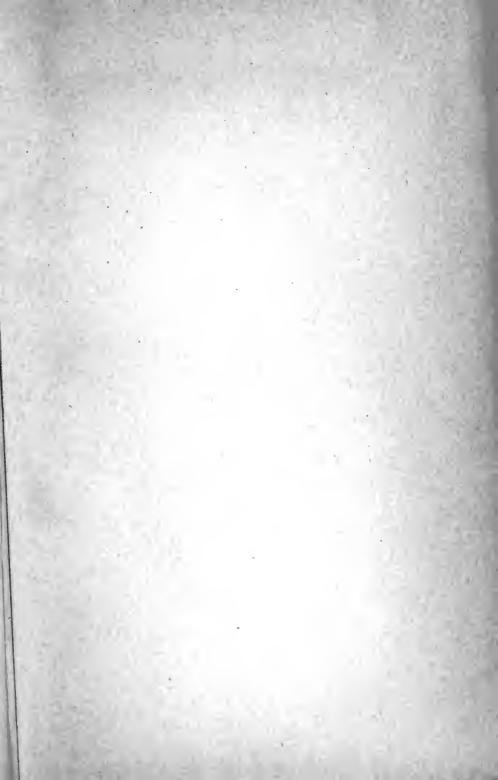
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